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ABSTRACT

Ten units on health occupations are presented in this teacher's guide. The units are the following: recording vital signs; job application and interview; grooming and personal hygiene; health careers; medical careers; medical ethics; medical terminology and abbreviations; medical asepsis; basic patient care (e.g., measuring and recording fluid intake and output); admitting, transferring, and discharging the patient; and office procedures in medical services (e.g., completing medical insurance forms). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH)

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Units of Instruction

HEALTH OCCUPATIONS EDUCATION

U.S. DEPARTMENT OF HEALTH,
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Volume I

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TABLE OF CONTENTS

UNIT TITLE

I Taking and Recording Vital Signs
II Job Application and Interview
III Grooming and Personal Hygiene
IV Health Careers
V Medical Ethics
VI Medical Terminology and Abbreviations
VII Medical Asepsis
VIII Basic Patient Care
  A. Assisting the Patient to Dress or Undress
  B. Denture Care
  C. Measuring and Recording Fluid Intake and Output
  D. Assisting the Patient with Nutritional Needs
  E. Determining and Recording Weight and Height
  F. Assisting the Patient with Personal Grooming
IX Admitting, Transferring, and Discharging the Patient
  A. Admitting the Patient to the Medical Facility
  B. Transferring the Patient in a Medical Facility
  C. Discharging the Patient in a Medical Facility
X Office Procedures in Medical Services
  A. Completing Medical Insurance Forms
  B. Obtaining Patient Data
  C. Collecting and Recording Daily Service Charges and Billing Patients
  D. Arranging Appointments and Maintaining the Calendar
  E. Filing Material in Patient's Record
  F. Making and Receiving Telephone Calls

USE OF THE INSTRUCTIONAL UNITS

The H.O.E. instructional units cover certain instructional areas in the classroom program. Each instructional unit includes most or all of the basic components of a unit of instruction; performance objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, unit tests, and answers to the unit tests. Units are planned for more than one classroom period of instruction.

Careful study of each instructional unit will enable the teacher to determine:

A. The amount of material that can be covered in each class period

B. The skills that must be demonstrated

C. The supplies and equipment needed for skill performance

D. The amount of classroom time needed for teacher demonstration and student practice

E. Supplementary materials that may be ordered

F. Any resource personnel who must be contacted

The specific components of an instructional unit perform the following functions.

OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives specify the exact behaviors the student will be exhibiting, thus providing students with a sense of direction.

Performance objectives are stated in two forms. The unit objectives state the materials to be covered in the unit of instruction and how the student will handle the material. Specific objectives state the types of performance the student will be doing to satisfy the unit objective.

A classroom discussion should follow immediately after the students read the objectives so that any questions concerning the performances expected of the student can be answered.

SUGGESTED ACTIVITIES

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives.

Instructor. Duties of the instructor will vary from unit to unit, but the following are minimum activities for the instructor:

1. Provide students with objectives, information, assignment and/or job sheets

2. Discuss objectives and information sheets

3. Make transparencies

4. Demonstrate procedures outlined on job sheets (when included)

5. Give test

Any additional instructional activities and teaching methods to aid students in accomplishing the objectives are strongly encouraged.

Student. Student activities are listed to help the student achieve the objectives of the unit.

INFORMATION SHEET

Information sheets provide content essential for meeting the cognitive requirements of the unit. These sheets provide an excellent guide for presenting necessary knowledges necessary to develop the skills specified in the unit objective.

Students should read the information sheets before the information is discussed in class. Students are encouraged to make any additional notes on the information sheets to help them in their learning process.

TRANSPARENCY MASTER

Transparency masters provide information in a special way. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective when identification is necessary.

Make the transparencies from the masters and place them in your notebook ready for immediate use.

Copies of transparency masters can be made and used as student handouts to supplement the material contained in the information sheet.

JOB SHEET

Job sheets are an integral part of each unit of instruction. The instructor should be able to demonstrate the skills outlined in the job sheets. Procedures specified in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress in performing the skill. Job sheets provide a ready outline to students and furnish to potential employers a picture of the types of skills being taught.

ASSIGNMENT SHEET

Assignment sheets give direction to study and furnish activities which provide application of the knowledges contained in the information sheet. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided for checking student progress.

UNIT TEST

Unit test questions have been constructed to measure student achievement of each specific objective listed on the objectives sheet. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the terminal objective.

ANSWERS TO UNIT TEST

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

PERSONALIZING AND LOCALIZING INSTRUCTIONAL UNITS

Carefully review the instructional units before using the unit in the classroom. In reviewing the units, you may find it necessary to localize and personalize the units based upon the needs of your students.

Some of the ways of supplementing units are the use of audio-visuals, attention-getters, field trips, resource personnel, games and simulations, case studies, peer teaching, role-playing and personal experiences of both the teacher and students.

Various methods may be used in localizing a unit of instruction. You may wish to apply units of instruction to the local community, add additional materials from newspapers and magazines, invite local resource people and arrange for field trips.

In personalizing a unit of instruction, you may want to make the course content relevant to home and/or work situations. You may wish to involve students in the planning of the unit by using their own personal experiences. Having students involved in the teaching of some of the materials is sometimes an effective example of peer teaching.

Remember that as an instructor, you may wish to add any objectives to the units of instruction based on the individual needs of the student. If this procedure is followed, you must add the corresponding information in the information sheet, add any assignment or job sheets as deemed necessary and construct a corresponding unit test item.

UNIT I

TAKING AND RECORDING VITAL SIGNS

UNIT OBJECTIVE

After completing this unit, the student will be able to identify, describe, and discuss terms, procedures, and factors relating to vital signs. The student will also be able to read thermometers, chart temperatures, and take and record temperature, pulse, respiration, and blood pressure. This knowledge will evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms and definitions relating to vital signs.
2. Explain the importance of vital signs.
3. Explain the regulation of body temperature.
4. List advantages of taking temperature in each of the three locations.
5. List the conditions under which temperature should not be taken from certain locations.
6. Determine the correct temperature range.
7. Identify factors which affect temperature.
8. Briefly describe procedures for reading thermometer.
9. Locate five areas where pulse may be taken.
10. Identify the average pulse rates for age groups.
11. Give five factors influencing heart rate and pulse rate.
12. List any five most common factors affecting respiration.
13. Identify respiratory terms and their definitions.

14. List six factors influencing blood pressure.

15. Explain the three types of pressure concerned with taking blood pressure.

16. Name the two most common places for taking blood pressure.

17. Read Fahrenheit thermometers.

18. Chart temperature, pulse, respirations, and blood pressure.

19. Demonstrate the ability to:

    a. Take an oral temperature.

    b. Take a rectal temperature.

    c. Take an axillary temperature.

    d. Count pulse.

    e. Take apical pulse.

    f. Count respirations.

    g. Take a blood pressure.

UNIT I

TAKING AND RECORDING VITAL SIGNS

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide objective sheet.

B. Discuss objective sheet.

C. Provide information sheet.

D. Discuss information sheet.

E. Make transparencies.

F. Distribute and discuss assignment and job sheets.

G. Demonstrate procedures outlined in job sheets.

H. Give test and evaluate results.

II. Student:

A. Read objective sheet.

B. Participate in discussion of objective sheet.

C. Read information sheet.

D. Participate in discussion of information sheet.

E. View transparencies.

F. Complete assignment sheets.

G. Demonstrate proficiency in performing the procedures outlined on the job sheets.

H. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Transparency masters

1. I-TM-1--Standard Fahrenheit Thermometer
2. I-TM-2--Reading a Thermometer
3. I-TM-3--Sites for Taking a Pulse

D. Assignment sheets

1. Assignment Sheet #1--Reading a Thermometer
2. Assignment Sheet #2--Sites for Taking a Pulse
3. Assignment Sheet #3--Charting T.P.R. and Blood Pressure

E. Answers to assignment sheets

F. Job sheets

1. Job Sheet #1--Take Oral Temperature
2. Job Sheet #2--Take Rectal Temperature
3. Job Sheet #3--Take Temperature Axillary or Groin
4. Job Sheet #4--Take Pulse
5. Job Sheet #5--Take Apical Pulse
6. Job Sheet #6--Count Respirations
7. Job Sheet #7--Take a Blood Pressure

G. Test

H. Answers to test

II. References:

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 96-104.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 162-190.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 10-32.

4. Story, D. I. Principles and Practices of Nursing Care. Dallas, Texas: McGraw-Hill Book Co., 1976, pp. 136-146.

B. Films

1. "Blood Pressure" (#BN-101), Trainex Library, P.O. Box 116, Garden Grove, California 92642

2. "High Blood Pressure" (#EM 172), Texas Heart Association, P.O. Box 25041, Houston, Texas 77005

3. "Temperature, Pulse, and Respiration," Trainex Library, P.O. Box 116, Garden Grove, California 92642

UNIT I

TAKING AND RECORDING VITAL SIGNS

INFORMATION SHEET

I. Terms and definitions

A. Fever--Elevation of temperature above normal

B. Febrile--Feverish; pertaining to a fever

C. Intermittent fever--A fever that alternates between fever and normal or subnormal body temperature

D. Remittent fever--A fever that rises several degrees above normal, then drops a degree but does not reach normal body temperature

E. Continued fever--A fever that stays elevated above normal body temperature

F. Crisis--Sudden drop from fever to normal body temperature

G. Hypothermia--Below normal body temperature

H. Pulse--The beat of the artery that you feel when the heart pumps blood through the body

I. Rate--Number of pulse beats, heartbeats, or respirations per minute

J. Rhythm--Regularity or irregularity of the pulse, heartbeat, or respirations.

K. Quality--Volume; strength of pulse beats

L. Arrhythmia--Uneven intervals between pulse or heartbeats

M. Apical pulse--Heart rate counted at the apex of the heart by using a stethoscope

N. Pulse deficit--Difference between pulse count taken simultaneously at two sites, usually radial and apical pulses

O. Tachycardia--Excessively rapid heart rate

P. Bradycardia--Abnormally slow heart rate

Q. Respiration--Breathing; the inspiration and expiration of air involving the muscles of the chest and abdomen

R. Blood pressure--The force the blood exerts against the vessel wall as the heart beats

S. Body temperature--Balance between heat produced and heat lost by the body

T. Sphygmomanometer--Instrument used to measure blood pressure

U. Stethoscope--Instrument used to listen to the sounds produced by the heart, lungs, and other internal organs

V. Hypertension--High blood pressure

W. Hypotension--Low blood pressure

X. Digitalis--A drug used to treat heart disease

II. Significance of vital signs

A. Include temperature, pulse, respiration, and blood pressure

B. Any change in one of the vital signs may affect the others

C. Noraml rates may change, indicating the presence of disease or infection

D. Patient's conditions can be evaluated through accurate measurements of vital signs

E. Should be checked at least once a day; in case of severe illness, checked more often as ordered by the physician

III. Factors regulating body temperature

A. Digested food, muscle , and gland activities produce heat by oxidation. Some heat may be obtained through the environment.

B. Body heat is reduced by breathing, elimination of body wastes, and the taking in of cold beverages and foods. Most body heat is lost through skin pores.

C. The balance between heat production and heat loss results in a normal temperature of 97.6° to 99° F.

IV. Advantages of taking temperature in different locations

- A. Orally
  - 1. Easiest
  - 2. Most convenient
  - 3. Most comfortable
- B. Rectally
  - 1. Most accurate
  - 2. Safest
  - 3. Frequently used for children under six years of age
- C. Axillary
  - 1. Least accurate
  - 2. Only used when neither of the two other methods can be used

V. Conditions under which temperature should not be taken

- A. Orally
  - 1. When breathing is difficult
  - 2. If there is nasal or oral obstruction
  - 3. If patient is senile, acutely mentally ill, confused, or unconscious
  - 4. When oxygen is being administered
- B. Rectally
  - 1. In disease, infection, inflammation, or following surgery of the perineum or rectum.
  - 2. Dilation of rectum due to fecal material or flatus
  - 3. Severe diarrhea

VI. Body temperature ranges

- A. Normal oral--97.6° to 99° F.

B. Normal rectal--99.6° F.

C. Normal axillary--97.6° F.

D. Subnormal--Below 97° F. (oral)

E. Moderate fever--100° to 103° F. (oral)

F. High fever--103° to 105° F. (oral)

(NOTE: Rectal temperatures average one degree higher than oral temperatures; axillary temperatures average one degree lower than oral.)

VII. Factors which affect body temperature

A. External environment (room temperature, ventilation, amount of clothing, and humidity affect body temperature.)

B. Internal environment (Body temperature is affected by such things as amount of adipose tissue, illness, and fluids and electrolytes.)

C. Sex (Women usually have higher temperatures than men.)

D. Age (Heat-regulating mechanism is not fully developed in infants and young children; in aged, heat-regulating mechanism becomes less effective.)

E. Strong emotions (Excitement, anxiety, nervousness, and other emotions cause increased activity of the secretory glands which increases heat production.)

F. Time of day (Body temperature is usually highest in mid-afternoon and lowest during the night.)

G. Exercise and digestive processes (Increased activity elevates body temperature.)

VIII. Thermometer--Measures body temperatures to the nearest two-tenths of a degree

A. Procedure

1. Hold thermometer at eye level. Rotate the thermometer until you can see the column of mercury.

2. Observe the markings called calibrations on the scale, which is at the upper side of the

column of mercury. Remember that each long line represents a full degree, and the four short lines represent 2/10 (0.2) of a degree. Only the even-numbered degrees are named on the Fahrenheit clinical thermometer, that is 96°, 98°, 100°, and so on.

B. If the mercury column ends at one of the short lines, look to see which long line is immediately to the left that will tell you the degree of temperature--for example, 98° F. Then, if the mercury level is at the second small line to the right of the 98° F. mark, the temperature is 98.4° F. The temperature may also be written 98^4.

IX. Pulse location--Areas where pulse is taken (refer to Transparency Master #3 for other sites)

A. Temporal--In temple areas, approximately one inch away from the end of the eyebrow

B. Carotid--On each side of neck below and in front of the earlobe

C. Brachial--Inner arm at the bend of the elbow

D. Radial--Inner surface of wrist on thumb side

E. Femoral--Inner thigh below the groin

F. Dorsalis pedis--On top of foot next to the tendon of the big toe

X. Average pulse rates

A. Men--60 to 72

B. Women--68 to 80

C. Children over seven--76 to 92

D. Children one to seven--80 to 120

E. Infants--110 to 130

XI. Factors influencing heart rate and pulse rate

A. Activity

B. Emotions

C. Some drugs

(NOTE: Caffeine increases and digitalis decreases heart rate.)

D. Endocrine disturbances

(NOTE: Thyroid disturbances influence heart rate.)

E. Elevated temperature

XII. Common factors affecting respiration rate

A. Age

(NOTE: Rate for newborn may be 40 times per minute while the normal adult rate is 14 to 18 times per minute.)

B. Sex

(NOTE: Rate is usually faster in women.)

C. Exercise

D. Pain

E. Fever

F. Emotions

G. Heart disease

H. Respiratory disease

I. Drugs

XIII. Terms used to describe respiration

A. Eupnea--Normal respiration

B. Dyspnea--Difficult or labored respiration

C. Apnea--Temporary cessation of respiration

D. Orthopnea--Condition in which breathing is possible only when the person sits or stands in an erect position

E. Stentor--Respiration accompanied by abnormal snoring sounds

F. Cheyne-Stokes--Uneven respirations from strong to weak with intervals of apnea

G. Rales--Bubbling or rattling sounds caused by mucus in the air passages as in bronchitis or pneumonia

H. Costal--Breathing accomplished chiefly by the rib muscles

I. Stridor--Shrill, harsh sound, especially during inspiration in laryngeal obstruction

XIV. Factors affecting blood pressure

A. Condition of the walls of the arteries and arterioles

B. Rate of heartbeat

C. Exercise

D. Emotions

E. Sex

F. Hemorrhage

G. Shock

H. Drugs

I. Endocrine function

J. Attitude

K. Smoking

L. Location where taken

XV. Types of blood pressure

A. Systolic pressure--The contraction of the ventricle as it forces blood into the artery, resulting in the systole, first heart sound heard

B. Diastolic pressure--The relaxed phase of the heart--the last sound or change you hear (diastole)

C. Pulse pressure--Difference between systolic and diastolic pressure

(NOTE: The normal systolic adult blood pressure at rest is between 100 and 140 mm Hg, and the diastolic pressure is between 60 and 90 mm Hg.)

XVI. Locations where blood pressure may be taken

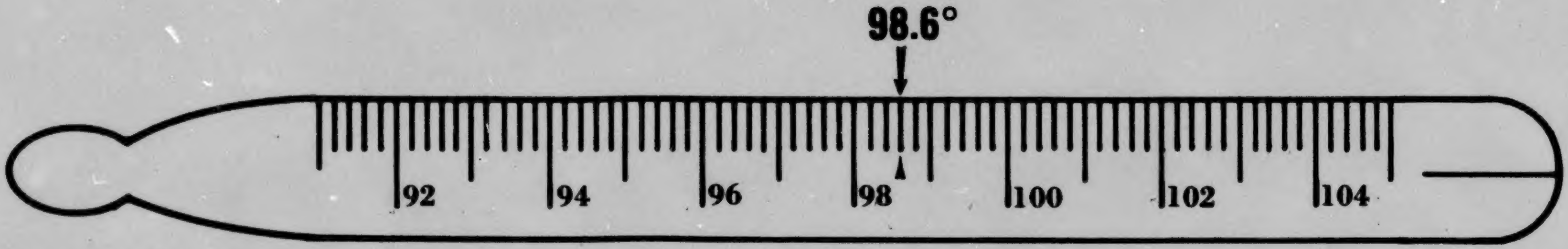
A. Over the brachial artery on the inner surface of the elbow

B. In the popliteal space with the cuff applied above the knee

C. In the lower leg over the tibial artery with the cuff applied below the knee. This location is not used frequently.

(NOTE: When blood pressure is not taken in the arm, the site should be recorded.)

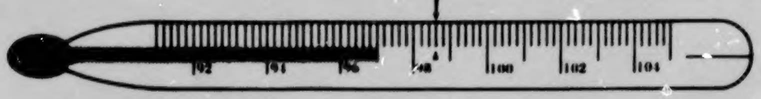
STANDARD FAHRENHEIT THERMOMETER



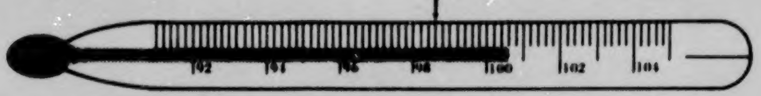
READING A THERMOMETER

1. Write the readings on these thermometers in the blanks to the right.

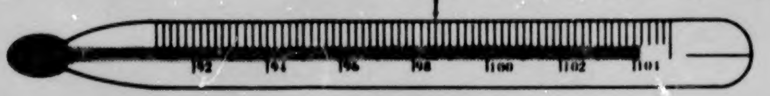
a. ____________



b. ____________

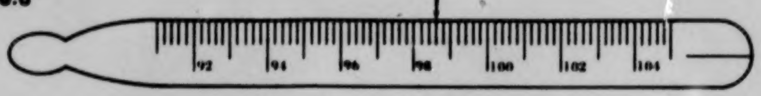


c. ____________

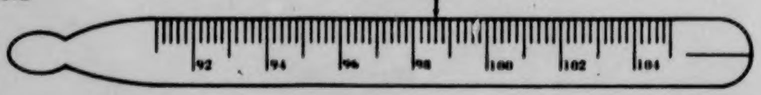


2. Mark the temperature readings on these thermometers.

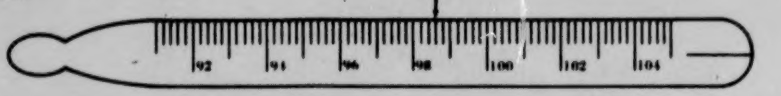
a. 98.6°



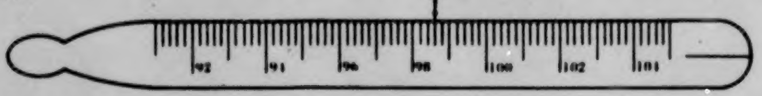
b. 99.2°



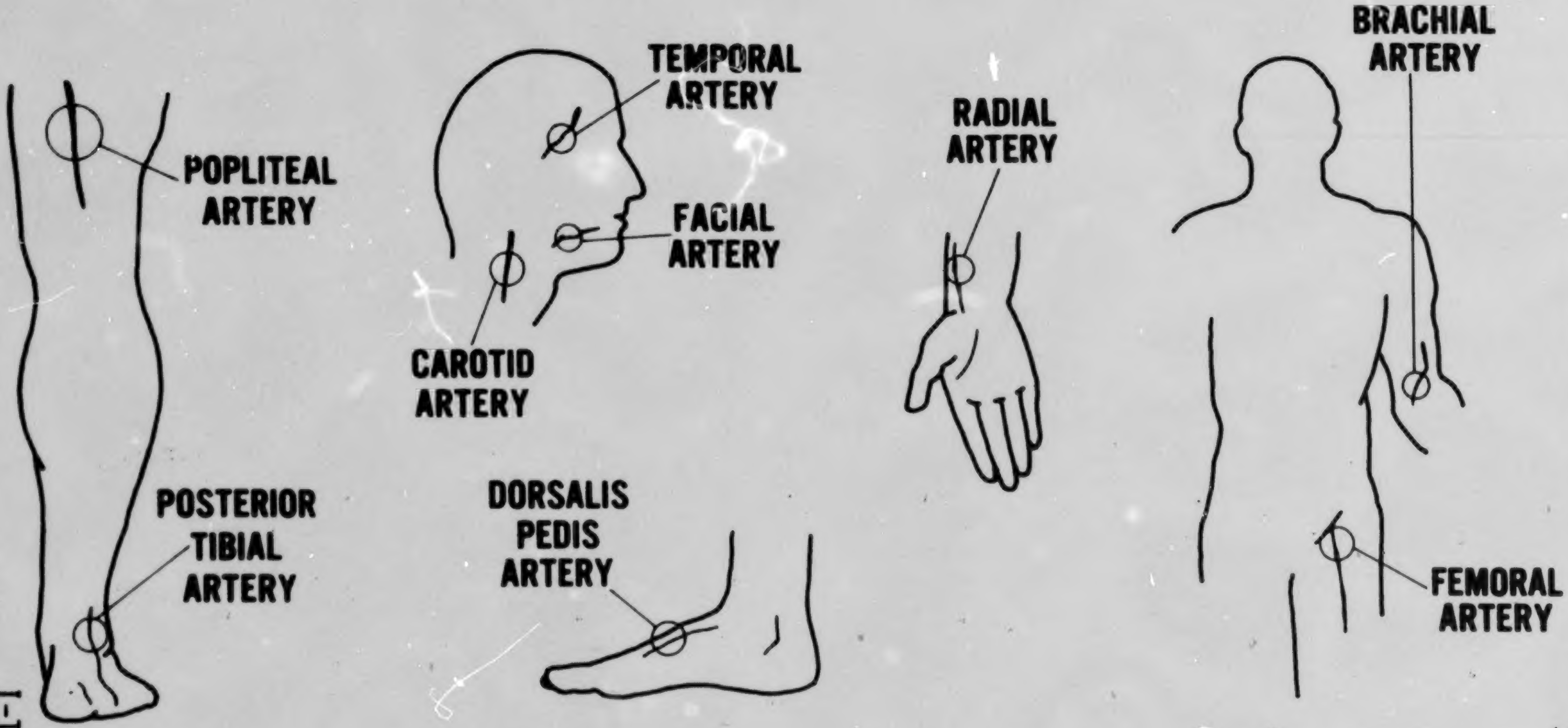
c. 101.8°



d. 103°



SITES FOR TAKING A PULSE

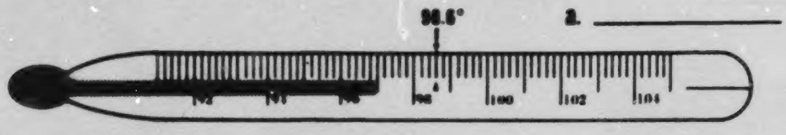


UNIT I

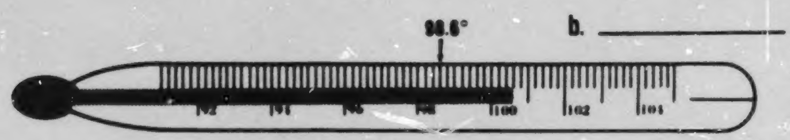
TAKING AND RECORDING VITAL SIGNS

ASSIGNMENT SHEET #1--READING A THERMOMETER

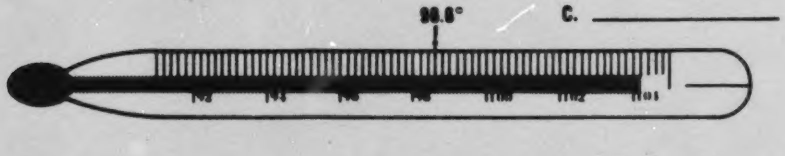
1. Write the readings on those thermometers in the blanks to the right.



a. ______________



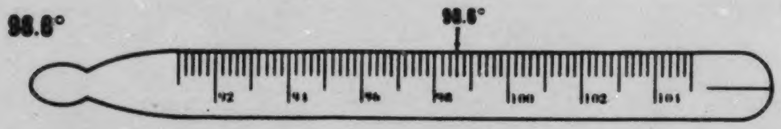
b. ______________



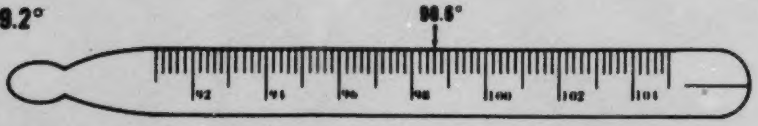
c. ______________

2. Mark the temperature readings on these thermometers.

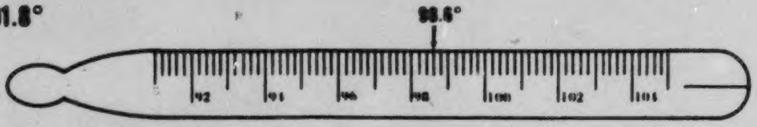
a. 98.6°



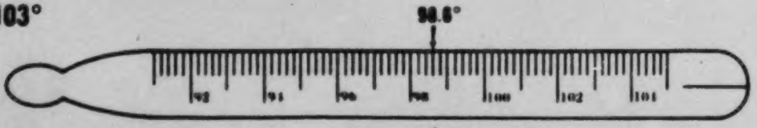
b. 99.2°



c. 101.8°



d. 103°

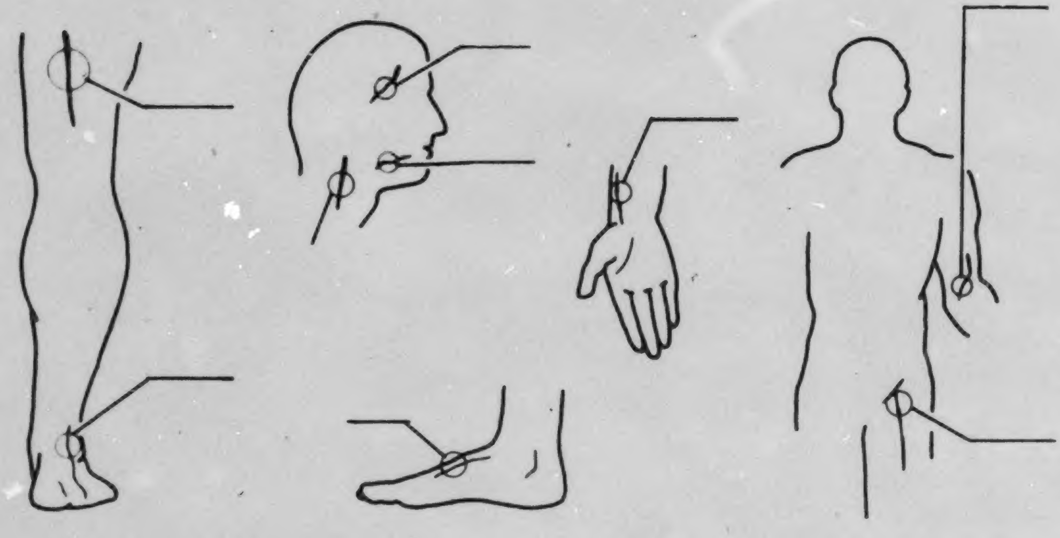


UNIT I

TAKING AND RECORDING VITAL SIGNS

ASSIGNMENT SHEET #2--SITES FOR TAKING PULSE

Directions: Label the following pulse sites.



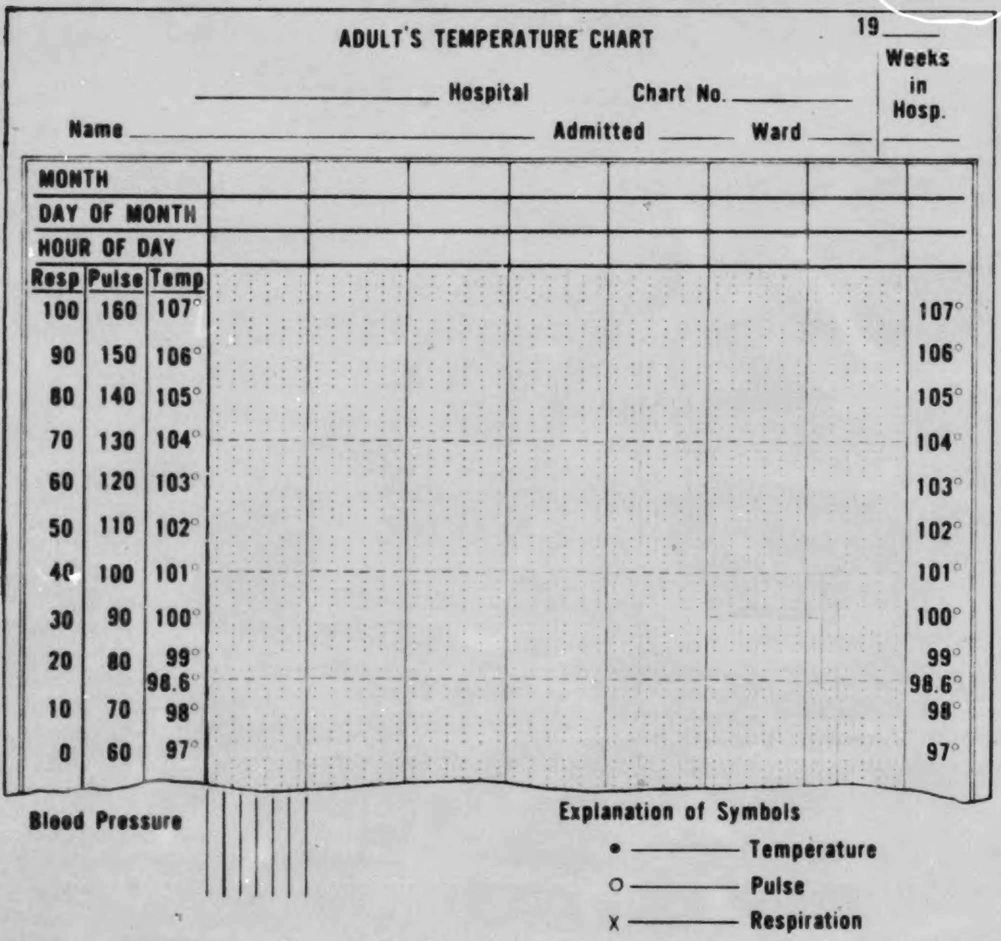
UNIT I

TAKING AND RECORDING VITAL SIGNS

ASSIGNMENT SHEET #3--CHARTING T.P.R. AND BLOOD PRESSURE

Directions: On the graph below, chart the following T.P.R. and B/P.

NAME	TIME	T.	P.	R.	B/P
	6:00 a.m.	97.6	68	16	120/80
	10:00 a.m.	99.	76	18	110/90
	2:00 p.m.	101.	90	20	140/76
	6:00 p.m.	104.8	116	24	170/84



UNIT I

TAKING AND RECORDING VITAL SIGNS

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. a. 97° F.
   b. 100.6° F.
   c. 104.2° F.
2. Check each student's assignment sheet to see that the temperatures are marked correctly on the thermometer drawings.

Assignment Sheet #2

1. Popliteal Artery
2. Posterior Tibial Artery
3. Temporal Artery
4. Facial Artery
5. Carotid Artery
6. Dorsalis Pedis Artery
7. Radial Artery
8. Brachial Artery
9. Femoral Artery

Assignment Sheet #3

Evaluated to the satisfaction of the instructor.

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #1--TAKE ORAL TEMPERATURE

I. Tools and equipment needed:

A. Oral thermometer

B. Timing device

C. Pencil and pad

D. Tissue

II. Job Procedures:

A. Wash hands and assemble equipment.

B. Explain to patient what you plan to do.

C. Have patient rest in comfortable position.

D. Remove thermometer from container.

E. Read mercury column.

(NOTE: Read mercury column. It should register below 96°F. If needed, shake down. To shake down, move away from table or other hard objects. Hold stem tightly between thumb and fingers. Shake down in a downward motion.)

F. Insert bulb end of thermometer under patient's tongue, toward side of mouth.

G. Ask patient to hold thermometer carefully with lips closed for three minutes.

H. Remove thermometer; read mercury column. Then read thermometer and record findings.

I. Clean and replace thermometer by proper procedures.

(NOTE: To clean thermometer, wash in cold water and soap and dry it. Place it into the individual disinfectant-filled holder.)

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #2--TAKE RECTAL TERMPERATURE

I. Tools and equipment needed:

  A. Rectal thermometer

  B. Timing device

  C. Pencil and pad

  D. Tissue

  E. Lubricant

II. Job Procedures:

  A. Wash hands and assemble equipment.

  B. Explain to patient what you plan to do.

  C. Have patient turn to one side.

  D. Remove thermometer from container. It should register below 96° F.

  (NOTE: If needed, shake down. To shake down, move away from table or other hard objects. Hold stem tightly between thumb and fingers. Shake down in a downward motion.)

  E. Place small amount of lubricant on the bulb end of thermometer with tissue.

  F. Fold the bedclothes back in a manner to expose anal area.

  G. Separate buttocks with one hand.

  H. Insert the thermometer gently into rectum 1 1/2 inches. Hold in place.

  I. Cover patient as soon as thermometer is inserted.

  J. Thermometer should remain inserted for two minutes.

  K. Remove thermometer and wipe from stem to bulb end.

  L. Read mercury column and record on pad.

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #3--TAKE TEMPERATURE--AXILLARY OR GROIN

I. Tools and equipment needed:

   A. Thermometer

   B. Timing device

   C. Pencil and pad

   D. Tissue

II. Job Procedures:

   A. Wash hands and assemble equipment.

   B. Explain to the patient what you plan to do.

   C. Remove thermometer from container.

   D. Read mercury column.

   (NOTE: It should register below 96° F. If needed, shake down--refer to Job Sheets #1 and #2 for procedures.)

   E. Wipe the axillary or groin area dry and place the thermometer against fold in axilla or groin.

   F. Leave thermometer in place for ten minutes.

   G. Remove thermometer. Read mercury column.

   H. Record on pad. Mark AX for axilla or GR for groin area.

   I. Clean and replace thermometer by using proper procedures.

   (NOTE: To clean thermometer, wash in cold water and soap and dry it. Place it into the individual disinfectant-filled holder.)

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #4--TAKE PULSE

I. Tools and equipment needed:

   A. Watch with second hand

   B. Pen

   C. Paper or T.P.R. Book

II. Job Procedures:

   A. Wash hands.

   B. Explain to patient what you are going to do.

   C. Place patient's arm in comfortable resting position with palm of hand down.

   D. Locate pulse on the inside of the patient's wrist just below the thumb, using two or three fingers.

   E. Press lightly, rolling the fingers over the area until you feel the beat.

   F. When you have found the pulse, note the rhythm.

   G. Look at the position of the second hand on the watch.

   H. Start counting the pulse beat. Keep counting the pulse beat for one full minute.

   I. If you aren't sure you counted correctly, do it again for another one-half minute and multiply by two.

   J. Write the number of beats down right away opposite the correct patient's name.

   K. Wash hands.

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #5--TAKE APICAL PULSE

I. Tools and equipment needed:

   A. Stethoscope

   B. Watch with second hand

   C. Paper and pen

II. Job Procedures:

   (NOTE: Job requires two individuals.)

   A. Wash hands.

   B. Assemble equipment.

   C. Identify patient and explain procedure.

   D. Provide privacy. Uncover left side of chest with patient in supine position.

   E. First person:

      1. Locate apex of heart by placing fingertips on patient's chest below left nipple--about the fifth intercostal space.

      2. Insert ear pieces of stethoscope in your ears, place bell over apical region, and listen for heart sounds.

      3. On signal, count the beats for one full minute. Note the rate, rhythm, and strength of beat.

   F. On signal, second person counts radial pulse.

   G. Record on paper immediately:

      1. Radial pulse rate, rhythm, and strength.

      2. Apical pulse, rhythm, and strength.

      3. Pulse deficit.

   H. Make patient comfortable.

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #6--COUNT RESPIRATIONS

I. Tools and equipment needed:

   A. Watch with second hand

   B. Pen

   C. Paper or T.P.R. Book

II. Job Procedures:

   A. Wash hands.

   B. Identify patient and explain procedure.

   C. Hold the wrist of the patient as though you were taking the pulse, but release the pressure of your fingers so as not to feel the pulse.

   D. Glance at second hand of your watch.

   E. Watch the patient's chest out of the corner of your eye.

   F. Count as you feel the rise and fall of the chest or watch for the rise of the patient's chest for one full minute.

   G. Write the number of respirations down next to the pulse of the correct patient's name.

   H. Wash hands.

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #7--TAKE A BLOOD PRESSURE

I. Tools and equipment needed:

   A. Sphygmomanometer

   B. Stethoscope

   C. Pen and paper

II. Job Procedures:

   A. Wash hands.

   B. Assemble equipment and take to bedside.

   C. Identify patient and explain procedure.

   (NOTE: Patient should be lying down or sitting with the arm supported with palm up in a natural position.

   Further explanation: Procedure is not painful.)

   D. Wrap the collapsed cuff of the blood-pressure apparatus around the upper arm just above the elbow, exposing the inner side.

   (NOTE: The patient's arm should be bare. Hands and fingers should be relaxed.)

   E. Check to see if tube is attached to cuff on patient's arm.

   F. Place ear pieces of stethoscope in your ears.

   G. Tighten the thumb screw on the rubber bulb of the sphygmomanometer.

   H. Find brachial artery pulse with fingertips and place diaphragm or bell or stethoscope over pulse beat, holding it tightly against the pulse area.

   I. Inflate the cuff by squeezing the bulb until the pulse stops. Then inflate cuff 20 points higher.

   (NOTE: As the cuff fills, the mercury or dial rises.)

J. Watch the mercury or dial.

K. Loosen the screw or valve slowly to let the air out.

L. Listen for the first thumping sound of the beat.

M. Observe and remember the number where the first sound is heard; this is the systolic pressure.

N. Continue letting air slowly out of the cuff, listening until the last beat is heard or notice when the beat changes to a soft thump.

O. Observe and note the number on the dial or column where you heard the last beat; this is the diastolic pressure.

P. Loosen the screw all the way to release all the air from the cuff.

Q. Remove the cuff from the patient's arm and write the two readings down. Record and report blood pressure.

(NOTE: Blood pressure 110/90--systolic pressure over diastolic pressure)

R. Fold the cuff and clean stethoscope.

S. Return to designated area.

T. Wash hands.

UNIT I

TAKING AND RECORDING VITAL SIGNS

UNIT TEST

1. Match the terms relating to vital signs on the right to their correct definitions.

_____ a. Feverish; pertaining to a fever

_____ b. Sudden drop from fever to normal body temperature

_____ c. Heart rate count at the apex of the heart by using a stethoscope

_____ d. Body temperature below normal

_____ e. A fever that alternates between fever and normal or subnormal body temperature

_____ f. Instrument used to listen to the sounds produced by the heart, lungs, and other internal organs

_____ g. Abnormally slow heart rate

_____ h. High blood pressure

_____ i. Difference between pulse count taken simultaneously at two sites, usually radial and apical pulses

_____ j. A fever that stays elevated above normal body temperature

1. Fever
2. Rate
3. Bradycardia
4. Blood pressure
5. Febrile
6. Remittent fever
7. Apical pulse
8. Respiration
9. Pulse
10. Intermittent fever
11. Crisis
12. Quality
13. Pulse deficit
14. Stethoscope
15. Continued fever
16. Hypothermia
17. Hypotension
18. Lysis
19. Rhythm
20. Tachycardia
21. Arrhythmia

_____ k. Heart rate consistently above normal

_____ l. Elevation of body temperature above normal

_____ m. Breathing: The inspiration and expiration of air involving the muscles of the stomach and chest

_____ n. Force the blood exerts against a vessel wall as the heart beats

_____ o. Instrument used to measure the blood pressure

_____ p. Uneven intervals between pulse or heartbeats

_____ q. Low blood pressure

_____ r. Number of pulse, heartbeats, or respirations per minute

_____ s. Volume; strength of pulse beats

_____ t. Beat of the artery that you feel when the heart pumps the blood through the body

_____ u. Balance between heat produced and heat lost by the body

22. Hypertension

23. Sphygmomanometer

24. Body temperature

2. Explain the importance of vital signs.

3. Explain the regulation of body temperature.

4. List three sites where temperature can be taken and their advantages.

   a.

   b.

   c.

5. Write condition in which temperature should not be taken in a certain location.

6. Match the terms in Column B to the terms in Column A.

		A		B
_____	a.	103° to 105° F.	1.	Normal oral
_____	b.	Below 96° F.	2.	Subnormal
_____	c.	97.6° to 99° F.	3.	Normal axillary
_____	d.	100° to 103° F.	4.	Moderate fever
_____	e.	99.6° F.	5.	Normal rectal
_____	f.	97.6° F.	6.	High fever

7. Name the seven factors affecting body temperature.

a.

b.

c.

d.

e.

f.

g.

8. Briefly describe the procedure for reading a thermometer.

9. List five areas where pulse may be taken.

   a.

   b.

   c.

   d.

   e.

10. Match the average pulse rates in Column B with corresponding age groups in Column A.

		A		B
_____	a.	Children one to seven	1.	60 to 72
_____	b.	Women	2.	76 to 92
_____	c.	Children over seven	3.	110 to 130
_____	d.	Men	4.	68 to 80
_____	e.	Infants	5.	80 to 120

11. Give the five factors influencing heart rate and pulse rate.

    a.

    b.

    c.

    d.

    e.

12. List any five most common factors affecting respiration.

    a.

    b.

    c.

    d.

    e.

13. Match the respiratory terms in Column B to the correct definitions in Column A.

_____ a. Difficult or labored

_____ b. Condition in which breathing is possible only when the person sits or stands in an erect position

_____ c. Normal

_____ d. Temporary cessation

_____ e. Accompanied by abnormal snoring sounds

_____ f. Uneven respirations from strong to weak with intervals

_____ g. Breathing accomplished chiefly by the rib muscles

1. Rales
2. Costal
3. Stentor
4. Eupnea
5. Stridor
6. Dyspnea
7. Apnea
8. Orthopnea
9. Cheyne-Stokes

14. List six factors influencing blood pressure.

a.

b.

c.

d.

e.

f.

15. Explain and list the three types of pressure concerned with taking a blood pressure.

a.

b.

c.

16. Name the two most common places for taking blood pressure.

    a.

    b.

17. Read Fahrenheit thermometers.

18. Chart a temperature, pulse, respirations, and blood pressure.

19. Demonstrate the ability to:

    a. Take an oral temperature.

    b. Take a rectal temperature.

    c. Take an axillary temperature.

    d. Count pulse.

    e. Take apical pulse.

    f. Count respirations.

    g. Take a blood pressure.

    (NOTE: If these skills, #17-#19, have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT I

TAKING AND RECORDING VITAL SIGNS

ANSWERS TO UNIT TEST

1. 5 a.

11 b.

7 c.

16 d.

10 e.

14 f.

3 g.

22 h.

13 i.

15 j.

20 k.

1 l.

8 m.

4 n.

23 o.

21 p.

17 q.

2 r.

12 s.

9 t.

24 u.

2. Discussion should include:

   a. Temperature, pulse, respirations, and blood pressure are the vital signs,

b. Any change in one of the vital signs may affect the others.

c. Normal rates may change, indicating the presence of disease or infection.

d. Patient's condition can be evaluated through accurate measurements of vital signs.

e. Vital signs should be checked at least once a day; in case of severe illness may be checked more often as ordered by physician.

3. Explanation should include:

a. Digested food, muscle, and gland activities produce heat by oxidation; some heat may be obtained through the environment.

b. Body heat is reduced by breathing, elimination of body wastes, and the taking in of cold beverages and food. Most body heat is lost through the skin pores.

c. The balance between heat production and heat loss results in a normal temperature of 96.7° F. to 99° F.

4. a. Orally

(1) Easiest

(2) Most convenient

(3) Most comfortable

b. Rectally

(1) Most accurate

(2) Safest

(3) Frequently used for children under 6 years of age

c. Axillary

(1) Least accurate

(2) Only used when neither of the other two methods can be used

5. a. Orally
    (1) When breathing is difficult
    (2) Nasal or oral obstruction
    (3) If patient is senile, acutely mentally ill, confused, or unconscious.
    (4) Administration of oxygen
   b. Rectally
    (1) Surgery of the perineum or rectum
    (2) Dilation of the rectum due of fecal material or flatus
    (3) Severe diarrhea
   c. Axillary--Least accurate

6. 6 a.
   2 b.
   1 c.
   4 d.
   5 e.
   3 f.

7. a. External environment
   b. Internal environment
   c. Sex
   d. Age
   e. Emotions
   f. Time of day
   g. Exercise

8. a. Hold thermometer at eye level.
   b. Locate solid column of mercury.
   c. Look at the markings on the side of column of mercury.

d. Each long line indicates one degree, and the four short lines represent 2/10 or 0.2 of a degree.

e. The thermometer is read at the end of the mercury column.

9. Five of the following:

a. Temporal

b. Carotid

c. Brachial

d. Radial

e. Femoral

f. Dorsalis pedis

10. 5 a.

4 b.

2 c.

1 d.

3 e.

11. a. Activity

b. Emotions

c. Drugs

d. Endocrine disturbances

e. Elevated temperature

12. Any five of the following:

a. Age

b. Sex

c. Exercise

d. Pain

e. Fever

f. Emotions

g. Heart disease

h. Respiratory disease

i. Some drugs

13. 6 a.

8 b.

4 c.

7 d.

3 e.

9 f.

2 g.

14. Any six of the following factors:

a. Condition of walls of arteries and arterioles

b. Rate of heartbeat

c. Exercise

d. Emotions

e. Sex

f. Hemorrhage

g. Shock

h. Drugs

i. Endocrine function

j. Attitude

k. Smoking

l. Location where taken

15. a. Systolic pressure--The contraction of the ventricle as it forces the blood into the artery, resulting in the first heart sound heard (systole)

b. Diastolic pressure--The relaxed phase of the heart; the last sound or change you hear (diastole)

c. Pulse pressure--The difference between systolic ans diastolic pressure

16. a. The brachial artery at the bend of the elbow

    b. The popliteal area with the cuff applied above the knee

17. Evaluated to the satisfaction of the instructor.

18. Evaluated to the satisfaction of the instructor.

19. Evaluated to the satisfaction of the instructor.

UNIT II

JOB APPLICATION AND INTERVIEW

UNIT OBJECTIVE

After completing this unit of instruction, the student will be able to identify terms, definitions, and procedures involved in job applications and interviews. The student will also prepare a resume, write a letter of application for employment, complete an employment application form, and in role-playing situations demonstrate the ability to call for an interview appointment and participate in an interview. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Identify terms relating to job applications and interviews with their correct definitions.
2. List five factors to consider when applying for a job.
3. Identify two points concerning references.
4. List four sources and ways to look for a job.
5. Discuss the factors in selecting a job.
6. Distinguish items of information to be included on a resume.
7. List the two methods of applying for a job.
8. Identify examples of proper dress and grooming for an interview.
9. Select the correct ways to prepare for an interview.
10. Point out the proper conduct during an interview.
11. Select the positive attitude an employer looks for during an interview.
12. Names the reasons one may not get a job.
13. Identify job placement factors.

14. Demonstrate the ability to:

    a. Write a letter of application for employment.

    b. Role-play, making an interview appointment by phone.

    c. Prepare and write a resume.

    d. Answer questions an employer may ask during an interview.

    e. Complete an employment application form.

    f. Participate in and evaluate a job interview.

UNIT II

JOB APPLICATION AND INTERVIEW

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide objectives sheet.
- B. Provide information and assignment sheets.
- C. Discuss objectives sheet.
- D. Pass out information sheet.
- E. Discuss information and assignment sheets.
- F. Make transparencies.
- G. Demonstrate procedures contained in role-playing situations.
- H. Give test and discuss results.

II. Student

- A. Read and discuss objectives sheet.
- B. Read information sheets.
- C. Complete assignment sheets.
- D. Perform procedures involved in role-playing situations.
- E. Take test and take part in discussion.
- F. Participate in and evaluate a role-playing job interview.
- G. Complete an employment application form.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives sheets
- B. Information sheets
- C. Transparency masters

1. II-TM-1---Appropriate Dress for an Interview-Male

2. II-TM-2---Appropriate Dress for an Interview-Female

3. II-TM-3---Methods of Applying for a Job.

D. Assignment sheets

1. Assignment Sheet #1--Section I--Job Placement Factors

2. Assignment Sheet #2--Section II--Writing a Letter of Application for Employment

3. Assignment Sheet #3--Section II--Making an Appointment by Phone

4. Assignment Sheet #4--Section II--Preparing and Writing a Resume

5. Assignment Sheet #5--Section III--Answering Questions the Employer May Ask

6. Assignment Sheet #6--Section III--Completing an Employment Application Form

7. Assignment Sheet #7--Section III--Participating In and Evaluating Job Interview

8. Answers to Assignment Sheet

E. Test

F. Answers to test

II. References:

A. Andrews, Margaret E. The Job You Want. Dallas: Gregg Division, McGraw-Hill Book Company, 1968.

B. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. The Job You Want-How to Get It. 2nd ed. Cincinnati: South-Western Publishing Company, 1975.

C. Kushner, John A. and Helen J. Keily. How to Find and Apply for a Job. 3rd ed. Cincinnati: South-Western Publishing Company, 1975.

D. Kimbrell, Grady and Ben Vinegard. Succeeding In the World of Work. McKnight and McKnight Publishing Company, 1970.

UNIT II

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET--SECTION I

I. Definitions:

  A. Applicant--Individual applying for a job

  B. Interviewer--Person who interviews the applicant

  C. Personal data information sheet--A written summary of the applicant's important information (Note: Also called a resume or vita sheet)

  D. Reference--Person, usually unrelated, who can provide information about the applicant

  E. Marital status--Indicates whether the applicant is single, married, or divorced

  F. Extra-curricular activities--Indicates how the applicant spends leisure time

  G. Fringe benefits--The "extra" provided by an employer such as paid vacations, sick leave, and insurance protection

  H. Qualification--The characteristics, training, schooling, and accomplishments required by an applicant for a job

  I. Vocational preparation--Skills in a vocational area gained through formal schooling or work experience

  J. Salary--A fixed sum the applicant recieves for services rendered

II. Factor to consider when applying for a job

  A. Opportunities--What will chances for progress be with this institution?

  B. Responsibilities--What will be your duties with this institution?

  C. Salary--How will this supply an individual's needs?

  D. Expenses--What expenses will the individual encounter?

B. Security--What benefits will this institution offer now and at retirement?

III. Factors concerning references

A. Request permission--Be sure to ask in advance if you may use an individual as reference.

B. Be sure to have a list of names and addresses of people you wish to use as references.

IV. Sources and ways to look for a job

A. Newspapers--The local newspaper want ad section lists free employment leads.

B. Radio and TV--These media sometimes offer excellent leads for employment.

C. Friends and relatives--This is the most common source of all for securing employment.

D. Employment Agencies--When all of the above have failed,or when a highly technical job is sought, this source is available for a fee.

V. Factors in selecting a job

A. Education--Check to see what type or level of education is required for the position.

B. Interest--Interest in a job is very often the key to how long an individual keeps the position.

C. Abilities--Make sure you can comply with the demands of a job.

D. Transportation--Being able to get to work on time is your responsibility and not that of the employer. Make sure you have dependable transportation to and from the job.

E. Hours of work--When selecting a job find out in advance the hours you are expected to begin and end the work day.

F. Fringe Benefits--Learn about employment benefits such as pensions, paid holidays, or health insurance provided by an employer.

VI. Writing a resume

- A. Standards
    1. Organized logically
    2. Neatly written or typed
    3. Free from spelling errors
    4. Presented in an outline form
    5. Limited to one page
    6. Honestly presents qualifications and experiences
- B. Information to be included
    1. Name, address, phone number
    2. Type of employment being sought
    3. Small photograph of self
    4. Personal information
        - a. Age, weight, height
        - b. Health
        - c. Date of birth
        - d. Marital status
        - e. Social Security number
    5. Educational information
        - a. Name and address of schools attended
        - b. Dates you attended each school
        - c. Subjects studied
        - d. Awards and extracurricular activities
    6. Work experience
        - a. Name and address of company
        - b. Length of employment
        - c. Brief description of duties and

responsibilities

7. Note any special skills

8. References--Secure permission from person(s) before using name as a reference.

VII. Applying for a job

- A. Writing a letter of application
    1. Letter style--individual choice
    2. Attractive form
    3. Arrangement of information in a logical order
    4. Ideas expressed clearly
    5. Material presented briefly and to the point
    6. Written in a positive tone
    7. Free from smudges
    8. Free from grammatical and spelling errors
    9. Include the following information:
        - a. How you found out about the job opening
        - b. Position wanted
        - c. Reason for interest in job
        - d. Reason why your training fits particular job
        - e. Personal qualifications
        - f. Request for additional information
        - g. Address and telephone number
- B. Applying by telephone
    1. Securing information as to whether the position has been filled
    2. Securing exact qualification for the job

3. Requesting an application
4. Requesting an interview
5. Mentioning a resume
6. Offering personal address and telephone number

VIII. Proper dress and grooming for an interview

A. Body clean and odor free

B. Freshly shaven

C. Hair neat, clean, and trimmed

D. Hands and nails clean and trimmed

E. Makeup freshly applied

F. Teeth brushed

G. Mouthwash used

H. Clothing clean and pressed

I. Conservative clothing style

J. Hosiery free from runs

K. Socks coordinated with suit

L. Shoes clean and polished

IX. Steps in preparing for an interview

A. Call or write for an appointment.

B. Know the job being applied for.

C. Learn about the institution.

D. If possible, find out the name of the interviewer.

E. Review personal qualifications.

F. Think through possible information interviewer might require, such as:

1. Why you want to work for this particular institution

2. Why you left a previous job
3. What courses you enjoyed in school
4. How you spend your spare time
5. What your extracurricular activities are
6. What your vocational goals are
7. What your grades in school were
8. What your salary expectations are

G. Prepare questions to ask about the institution or medical office.

1. Is the job permanent?
2. What type of advancement is there in the company?
3. What are the fringe benefits?
4. What kind of salary increases are included?
5. When will a decision be made as to whether or not you were hired?

H. Prepare a card with the following types of information needed on the application form.

1. Dates requried
2. Correct spelling of difficult words
3. Names, addresses, and phone numbers of persons used as references
4. Your Social Security number
5. List of previous jobs
6. Names of previous employers
7. Names and addresses of schools attended

X. Proper conduct during an interview:

- A. Be on time. Five minutes ahead is early enough to arrive.
- B. Greet interviewer with a friendly smile.
- C. Call interviewer by name.
- D. Introduce self.
- E. Shake hands firmly with interviewer.
- F. Sit in a chair only after the interviewer asks you.
- G. Avoid slouching in the chair.
- H. Allow the interviewer to lead the conversation.
- I. Be polite during the interview.
- J. Avoid interrupting the interviewer.
- K. Keep resume ready.
- L. Express your ideas and views clearly:
    1. Think through answers before speaking.
    2. Use correct grammar.
    3. Avoid slang.
    4. Maintain eye contact with the interviewer.
- M. Be sincere and enthusiastic.
- N. Avoid distracting mannerisms:
    1. Smoking or chewing gum
    2. Squirming in chair
    3. Crossing legs
    4. Tapping fingers
    5. Looking out window or avoiding eye contact
    6. Arranging clothing

O. Answer questions honestly about self. Watch for any signs to indicate the interview is over.

P. Thank the interviewer for the time allowed.

Q. Leave promptly.

XI. Attitudes employers look for during an interview

A. Enthusiasm and interest

B. Sense of dedication

C. Sincerity

D. Alertness and quickness of mind

E. Honesty

F. Desire to work

G. Desire to improve one's self

XII. Reasons for not getting a job

A. Poor grooming habits

B. Poorly displayed personality

1. Chip on shoulder

2. Improper attitude toward work

3. Overly emotional

4. Spoke in a negative manner about previous experiences and acquaintances

C. Late for interview

D. Application form filled out improperly.

1. Did not follow instructions

2. Did not answer all questions

3. Did not write legibly

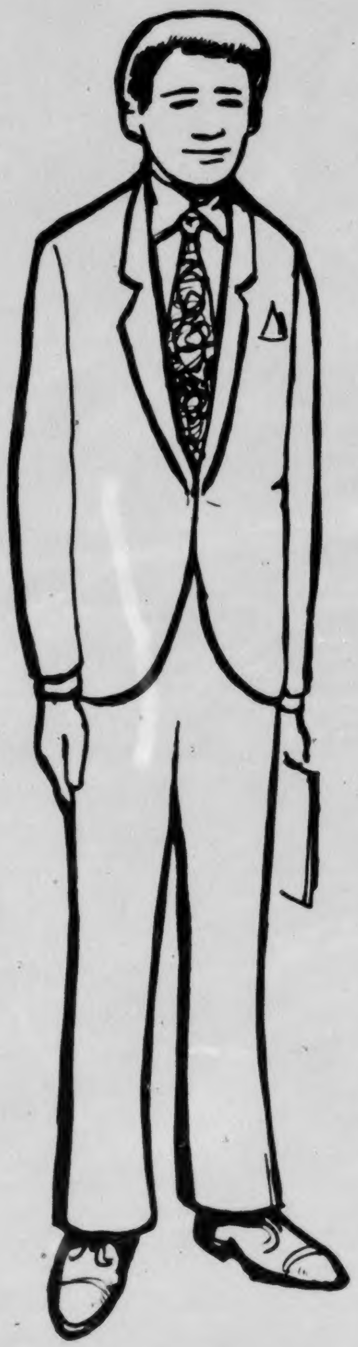
4. Falsified information

E. Poor school grades, records, and excessive absences and tardies.

F. Negative reports from people used as references or from previous employers.

G. Job requires more training and experience than you have.

APPROPRIATE DRESS FOR THE INTERVIEW – MALE



HAIR NEAT?

FRIENDLY?

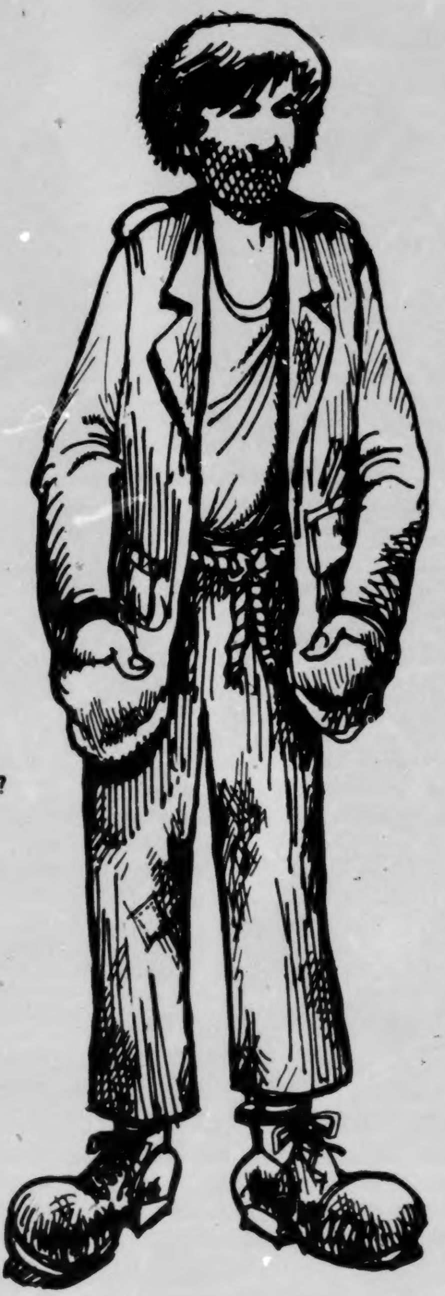
CLEAN SHAVE?

ON TIME?

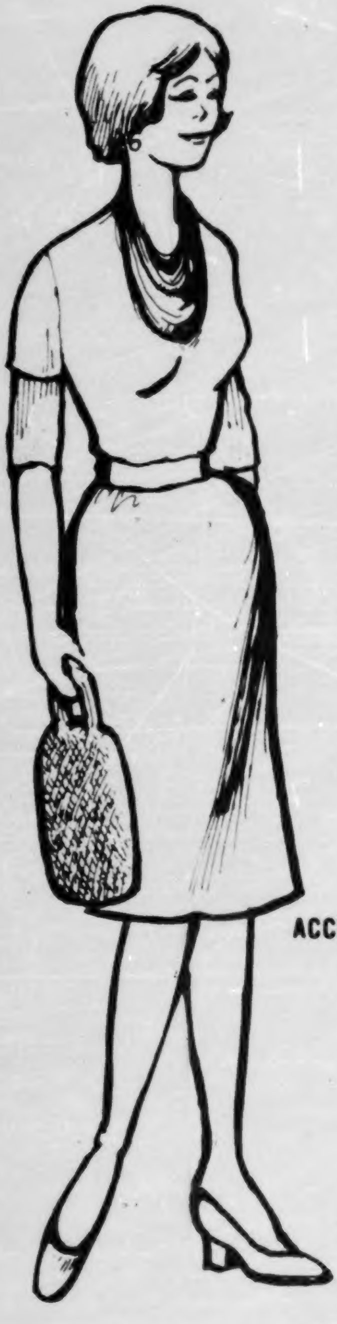
PEN AND PAPER?

CLEAN AND NEAT CLOTHES?

SHOES SHINED?



APPROPRIATE DRESS FOR THE INTERVIEW –FEMALE

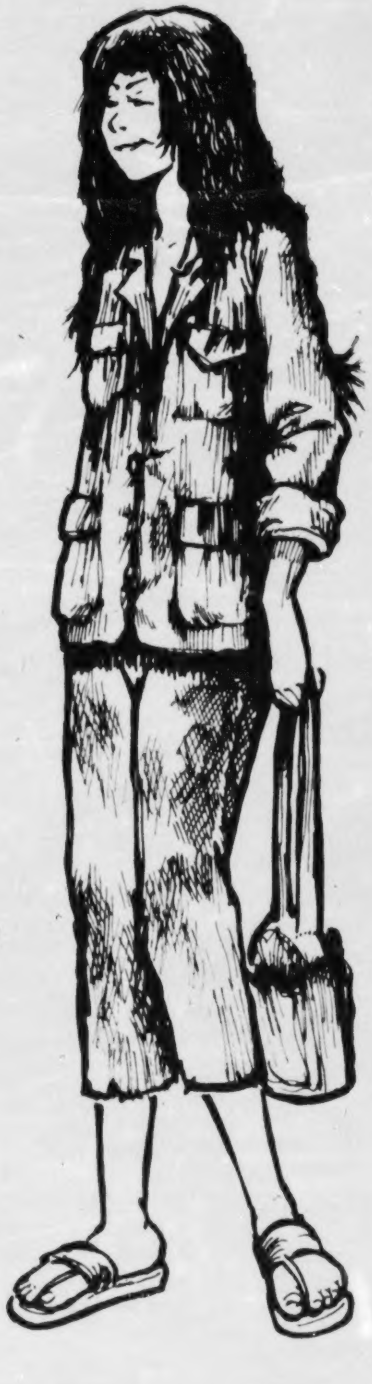


HAIR STYLE SIMPLE?

APPROPRIATE MAKEUP?

CONSERVATIVE DRESS?

ACCESSORIES - SIMPLE AND MATCHING?



METHODS OF APPLYING FOR A JOB

BY LETTER

BY TELEPHONE

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET #1--JOB PLACEMENT FACTORS

Directions: Circle the correct answers

1. In choosing a job, salary should be a factor to consider.

   Yes No

2. The newspaper ad is an excellent source to look for a job.

   Yes No

3. It is not necessary to ask permission to use a person as reference if you are familiar with him or her.

   Yes No

4. It is true that appearance is a personal thing and has little or no value in a job interview.

   Yes No

5. An applicant is an individual applying for a job.

   Yes No

6. A personal data information sheet is also called a resume.

   Yes No

7. When looking for a job, one should seek the help of an employment agency first. This will ensure one of a job.

   Yes No

8. In writing a resume it would be proper to present material in an outline form and limit it to one page.

   Yes No

9. During an interview it is proper not to maintain eye contact with the interviewer.

   Yes No

10. Ability is a factor in job selection.

Yes No

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET #2--WRITING A LETTER OF APPLICATION FOR EMPLOYMENT

Directions: Write a letter of application to a possible prospective employer using your own choice of letter style. Use the sample letter on the next page as a guide when writing the letter.

SAMPLE LETTER OF APPLICATION

626 West North
Mills, Texas 62364
October 25, 1977

Dr. Roger William
915 East Bishop
Houston, Texas 77777

Dear Dr. William:

Please consider me for the position of medical assistant which you advertised in the Gazette.

The skills I have learned in my health occupations classes. qualify me for the position. I understand the importance of ethical conduct in the medical profession. In class we discussed such issues as human relations, communication with the patient, as well as interpersonal relationships. This has given me a broad understanding of the medical profession. A more complete description of my qualifications is provided on my enclosed resume.

May I come for an interview at your convenience? I can be reached by telephone at 946-3885 or by mail at 829 Spence Street, Houston, Texas 77777.

Sincerely,

Joyce Johnson

Enclosure

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET #3--MAKING AN APPOINTMENT BY PHONE

Directions: Using a simulated telephone situation, role play an applicant interested in a particular job opening with the instructor role--playing the employer's receptionist. After completing the telephone conversation, complete the checklist below. If you answer "no" to any question, your conversation was not up to par and could hinder you from getting the job.

CHECKLIST

	Yes	No
1. Were prepared before calling		
2. Did not stutter and stammer to find the right words		
3. Identified self immediately		
4. Relayed your purpose for calling immediately		
5. Inquired as to the best time for the interviewer to see you		
6. Were courteous and friendly		
7. Thanked the receptionist		
8. Recorded the interview date, hour		

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET #4--PREPARING AND WRITING A RESUME

Directions: Write a resume to include with your letter of application. Select the sytle of your choice or use the example on the next page as a guide.

SAMPLE VITA
RESUME
PERSONAL DATA SHEET

NAME: Joyce Johnson

ADDRESS: 829 Spence Street
Houston, Texas 77777

TELEPHONE: 946-3885

EDUCATION: Senior at Blank High School to be graduated in May

AGE:	17 years	HEALTH:	Excellent
WEIGHT:	105 lbs.	MARITAL STATUS:	Single
HEIGHT:	5'6"	DATE OF BIRTH:	3-15-60

SUBJECTS STUDIED:

Science

English

Health Occupation Education

Mathematics

STUDENT ACTIVITIES:

Vice-President, Texas Association of Health Occupation Students of America

National Honor Society

Science Club

SPECIAL SKILLS:

Can take vital signs--pressure, respiration, pulse, and temperature. Can make up patient's bed. Can help undress patient. Can file material. Can chart patient's activities.

WORK EXPERIENCE:

Worked during the summer in local hospital.

REFERENCES:

Ms. Nan Kenwell
HOE Instructor
Blank High School
Houston, Texas 77777

Dr. James Bart
Director, Local Hospital
426 West 7th
Houston, Texas 77777

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET #5--ANSWERING QUESTIONS THE EMPLOYER MAY ASK

Directions: In a job interview, it is your responsibility to "sell" yourself. You must be prepared to answer any questions asked in a manner that will leave a favorable impression. Select any 10 questions contained on the next sheet and write the question numbers and your answer to those questions in the space provided.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

1. What are your future plans?
2. In what school activities have you participated? Which did you enjoy most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? Why were you hired and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. What do you know about our company?
11. Do you feel that you have received a good general training?
12. What qualifications do you have that make you feel that you will be successful in your field?
13. What extracurricular offices have you held?
14. What are your ideas on salary?
15. How do you feel about your family?
16. How interested are you in sports?
17. Do you prefer any specific geographic location?
18. What is your marital status?
19. How much money do you hope to earn at age 30? 35?
20. Why did you decide to go to this particular school?
21. Do you think that your extracurricular activities were worth the time you devoted to them?
22. What do you think determines a person's progress in a good company?

23. What personal characteristics are necessary for success in your chosen field?

24. Why do you think you would like this particular type of job?

25. What are your parents' occupations?

26. Tell me about your home life during the time you were growing up?

27. Do you prefer working with others or by yourself?

28. What kind of boss do you prefer?

29. Are you primarily interested in making money or do you feel that service to humanity is your prime concern?

30. Can you take instructions without feeling upset?

31. Do you live with your parents? Which of your parents has had the most profound influence on you?

32. How did previous employers treat you?

33. What have you learned from some of the jobs you have had?

34. Can you get recommendations from previous employers?

35. What interests you about our product or service?

36. Do you feel you have done the best work you could in your classes?

37. What do you know about opportunities in the field in which you were trained?

38. Have you ever had any difficulty in getting along with fellow students and faculty?

39. How do you get your spending money?

40. Have you saved any money?

41. Do you like routine work?

42. Do you like regular hours?

43. What size city do you prefer?

44. What is your major weakness?

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET #6--COMPLETING AN EMPLOYMENT APPLICATION FORM

Directions: Complete the application form on the following pages and use the following rules:

A. Scan the entire application form before you begin.

B. Follow the instructions on the form exactly.

C. Write legibly.

D. Use ink when writing on an application form unless specifically requested not to.

E. Provide all facts needed, but be brief.

F. Fill in all the blanks.

   1. Write "N/A" or "not applicable" for questions that don't apply to you.

   2. If there is no answer , write "none."

G. Know complete addresses, titles, and phone numbers of references and former employers.

H. When you have completed the form, proofread form for accuracy.

II-35

#1

an equal opportunity employer

APPLICATION FOR EMPLOYMENT

(Please Print)

COMPANY USE ONLY

DATE APPOINTED *Month* *Day* *Year*	REAPPOINTMENT: ☐ With continuous service ☐ Without continuous service	DIVISION		SALARY	INITIALS
☐ HO ☐ HO Fld. ☐ Corp. ☐ Service	☐ Reg. ☐ Day ☐ Temp. ☐ Night _______ Hours Per Week	TITLE OR DESIGNATION	JOB NO. / JOB LEVEL HOURS PER DAY:	VACANCY	TITLE CODE

DO NOT WRITE ABOVE THIS LINE

NAME *(First)* *(Middle)* *(Last)*	DO YOU ☐ Live with parents ☐ Live with other relatives ☐ Board ☐ Own your home ☐ Rent	DATE OF APPLICATION *(Month)* *(Day)* *(Year)*

	DATES OF RESIDENCE FROM		TO	
	MO.	YR.	MO.	YR.
RESIDENCE ADDRESS *(Street)* *(City or Town)* *(State)* *(Zip Code)*				
PREVIOUS RESIDENCE *(Street)* *(City or Town)* *(State)* *(Zip Code)*				
PREVIOUS RESIDENCE *(Street)* *(City or Town)* *(State)* *(Zip Code)*				

TELEPHONE NUMBER	SOCIAL SECURITY NUMBER	ARE YOU A CITIZEN OF THE U.S.A.? ☐ YES ☐ NO

HEIGHT	WEIGHT	ANY PHYSICAL DEFECTS? (What) ☐ Yes ☐ No

FATHER'S OCCUPATION	FATHER'S EMPLOYER	EMPLOYER'S ADDRESS

MARITAL STATUS ☐ Single ☐ Divorced ☐ Married ☐ Separated ☐ Widowed	MAIDEN NAME (OR WIFE'S MAIDEN NAME) *(First)* *(Last)*	IF DIVORCED GIVE DATE AND PLACE	NO. OF DEPEN.	AGES OF DEPENDENTS

HUSBAND'S OR FORMER HUSBAND'S NAME *(First)* *(Middle)* *(Last)*	HUSBAND'S (WIFE'S) OCCUPATION	HUSBAND'S (WIFE'S) EMPLOYER	EMPLOYER'S ADDRESS

ACCOUNT COMPLETELY FOR YOUR TIME FROM THE FIRST YEAR OF HIGH SCHOOL TO THE PRESENT IN THE BOXES BELOW.

NAMES OF SCHOOLS ATTENDED	CITY & STATE	NO. OF YRS.		MAJOR SUBJECTS	GRAD.		GRADE AVERAGE	DEGREE
		Day	Eve.		Mo.	Yr.		

EXTRA-CURRICULAR ACTIVITIES (ATHLETICS, CLUBS, FRATERNITIES, ETC.)

HIGH SCHOOL ACTIVITY	OFFICES HELD	COLLEGE ACTIVITY	OFFICES HELD

SCHOLASTIC HONORS (SOCIETIES, AWARDS, SCHOLARSHIPS, ETC.)

COMB [illegible]

(SEE REVERSE SIDE)

ACTIVE SERVICE WITH UNITED STATES ARMED FORCES

BRANCH OF SERVICE	SERIAL NO.	RANK OR RATE AT DISCHARGE
DATE OF ENTRY (Mo.) (Day) (Yr.)	DATE OF SEPARATION (Mo.) (Day) (Yr.)	TYPE OF SEPARATION (i.e., Expiration of Enlistment, Medical, etc.)

PREVIOUS WORK EXPERIENCE - PART TIME AND FULL TIME (List in order, last employer first)

NAME OF COMPANY	CITY & STATE	TITLE	PERIOD OF EMPLOYMENT			
			FROM		TO	
			Mo.	Yr.	Mo.	Yr.

FOR WHAT SPECIAL KIND OF WORK HAVE YOU A PREFERENCE?	ARE YOU WILLING TO BE TRANSFERRED TO ANOTHER LOCATION? ☐ Yes ☐ No

WERE YOU REFERRED BY A EMPLOYEE? ☐ YES ☐ NO	IF YES, STATE NAME		DEPARTMENT
HAVE YOU ANY RELATIVES, FRIENDS OR ACQUAINTANCES NOW EMPLOYED BY ? ☐ YES ☐ NO	IF YES, STATE NAME	RELATIONSHIP	DEPARTMENT

CHARACTER REFERENCES *(Do not use the names of relatives or former employers).*

NAMES	ADDRESSES

I authorize investigation of all statements contained in this application blank if I am considered for employment and hereby authorize previous employers, personal references named, or any other person or persons to whom the Company may refer to give any and all information regarding my employment or scholastic standing together with any other information, personal or otherwise, that may or may not be on their records.

I understand that misrepresentation or omission of any fact called for hereon, or on any other statements made in connection with my request for employment, or receipt by the Company of unsatisfactory references, will be sufficient cause for dismissal from the Company's service if I shall have been employed.

Applicant's Signature ________________________________
(First) *(Middle)* *(Last)*

NOT TO BE COMPLETED BY APPLICANT

DATE OF INTERVIEW	COMMENTS

TO BE COMPLETED AFTER EMPLOYMENT

I have seen ______________

____

and am satisfied that

____
Month Day Yr.

is employee's correct date of birth.

______ INITIALS

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET #7--PARTICIPATING IN AND EVALUATING JOB INTERVIEW

Directions: In a role-playing situation, you will participate in a job interview with your instructor acting out the part of the interviewer. Prepare yourself as you would for an actual job interview. After completing the job interview, evaluate the interview situation according to the following checklist by placing an "X" in the appropriate column.

Appearance	Yes	No
1. Clothing clean and well pressed		
2. Clothing conservative in style		
3. Body clean and odor free		
4. Hair trimmed, clean, and combed		
5. Shoes polished		
Behavior		
1. Reported to interview area five minutes before scheduled interview		
2. Greeted interviewer with a smile		
3. Introduced self		
4. Shook interviewer's hand		
5. Sat only when asked to do so		
6. Kept eye contact with interviewer		
7. Listened carefully to what interviewer said		
8. Thought questions out before answering		
9. Spoke well of previous employers and associates		
10. Showed desire to work		
11. Was open to new ideas		

UNIT II

JOB APPLICATION AND INTERVIEW

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Job Placement Factors

1. yes
2. yes
3. no
4. no
5. yes
6. yes
7. no
8. yes
9. no
10. yes

Assignment Sheet #2 through #7

Demonstrated to the satisfaction of the instructor.

UNIT II

JOB APPLICATION AND INTERVIEW

UNIT TEST

1. Match the following terms with their definition.

_____ a. Qualification

_____ b. Reference

_____ c. Personal data information sheet

_____ d. Fringe benefits

_____ e. Applicant

_____ f. Interviewer

_____ g. Vocation preparation

_____ h. Extracurricular activities

_____ i. Marital status

_____ j. Salary

1. Individual applying for a job
2. The characteristic training, schooling, and accomplishments required of an applicant for a job
3. Indicates how the applicant spends leisure time hours
4. Person who interviews the applicant
5. Skills in a vocational area, gained through formal schooling or work experience
6. A fixed sum the applicant receives for services rendered
7. A written summary of the applicant's important information
8. The extras provided by an employer
9. A person, usually unrelated, who can give information about the applicant
10. Indicates whether the applicant is single, married, or divorced

4. List five factors to consider when applying for a job.

a.

b.

c.

d.

e.

3. Identify two points concerning references.

a.

b.

4. List four sources and ways to look for a job.

   a.

   b.

   c.

   d.

5. Discuss factors in selecting a job.

6. Distinguish items of information to be included on a resume.

7. List two methods of applying for a job.

   a.

   b.

8. Circle the letter in each of the following which are examples of proper dress and grooming for an interview.

   a. Blue jeans and T-shirt

   b. White socks with a black suit

   c. Teeth brushed

   d. Mouthwash used

   e. Shoes cleaned and polished

   f. Hands and nails cleaned and trimmed

   g. Hosiery with a snag or split seam

   h. Wrinkled shirt

   i. Body clean and odor free

   j. Make-up that was applied the day before

9. Select the correct ways to prepare for an interview by answering true or false to each of the following statements.

   _____a. An appointment for an interview is not necessary.

   _____b. Know about the job being applied for.

   _____c. Learn about the company before you interview.

   _____d. You do not need to know the name of the interviewer.

   _____e. Review your personal qualifications.

   _____f. Wait until the interview to answer the interviewer's questions.

   _____g. Do not make the interview too long by asking questions.

   _____h. Interview in your work clothes so they will think you are a hard worker.

   _____i. Do not prepare notes on things to remember because they will think you have a short memory.

   _____j. Plan to arrive late so the interviewer will think you stay busy.

10. Place a "✓" beside those statements which are proper conduct during an interview.

____a. Never smile during an interview.
____b. Always call the interviewer by first name.
____c. Introduce self.
____d. Shake hands with the interviewer softly.
____e. Sit in a chair only after the interviewer asks you to.
____f. Sit straight, but comfortably.
____g. Try to keep the lead during the conversation.
____h. Remain polite during the interview.
____i. Keep a resume and example of your work handy.
____j. Express ideas and views clearly.
____k. Show sincerity.
____l. Smoke during the interview, if desired.
____m. Answer questions honestly.
____n. Look for signs to indicate the interview is over.
____o. Thank the interviewer for the time allowed and leave promptly.

11. Select the positive attitudes an employer looks for during an interview by placing a "✓" in front of each.

____a. Enthusiasm and interest
____b. A sense of dedication
____c. Know-it-all
____d. Sincerity
____e. Alertness
____f. Dishonesty
____g. Desire to get the easiest job
____h. Desire to improve one's self

12. Name five reasons why one may not get a job.

    a.

    b.

    c.

    d.

    e.

13. Identify job placement factors.

14. Demonstrate the ability to:

    a. Write a letter of application for employment.

    b. Role-play, making an interview appointment by phone.

    c. Prepare and write a resume.

    d. Answer questions an employer may ask during an interview.

    e. Complete an employment application form.

    f. Participate in and evaluate a job interview.

    (Note: If activities 13 and 14 have not been accomplished prior to the test, ask your instructor when they should be completed.)

UNIT II

JOB APPLICATION AND INTERVIEW

ANSWERS TO UNIT TEST

1.
   - a. 2
   - b. 9
   - c. 7
   - d. 8
   - e. 1
   - f. 4
   - g. 5
   - h. 3
   - i. 10
   - j. 6

2. List should include:

   A. Opportunity--What will chances for progress be with this institution?

   B. Responsibilities--What will be your duties with this institution?

   C. Salary--How will this adequately take care of an individual's needs?

   D. Expense--What expense will the individual encounter in considering this job?

   E. Security--What benefits will this institution offer now and at retirement?

3. Points concerning references should include:

   A. Requesting permission--Be sure to ask in advance if you plan to use an individual as reference.

   B. Who to give--Be sure to have a list of names and addresses of people you wish to use as references.

4. List should include:

   A. Newspaper ad--Consult a local newspaper daily for free employment leads.

   B. Radio and T.V.--The media offers excellent leads for employment.

   C. Friends and Relatives--This is the most common practice of all for securing employment.

D. Employment Agencies--When all of the above methods fail or when a highly technical job is sought, this source is available for a fee.

5. Discussion should include:

   A. Education--Check to see what type or level of education is required for the position.

   B. Interest--Interest in a job is very often the key to how long an individual keeps the position.

   C. Abilities--Make sure you have the ability to comply with the demands of a job.

   D. Transportation--Being able to get to work on time is not the employer's responsibility. Make sure you have dependable transportation to and from work.

   E. Hours--When selecting a job find out in advance the hours you are expected to begin and end the work day.

   F. Fringe Benefits--An employment benefit such as pension, a paid holiday, or health insurance granted by an employer that involves a money cost without affecting basic wage rates.

6. Information to be included on a resume:

   A. Standards

      1. Organized logically
      2. Neatly written or typed
      3. Free from spelling errors
      4. Presented in an outline form
      5. Limited to one page
      6. Honesty in qualifications and experiences

   B. Information to be included

      1. Name, address, phone number
      2. Type of employment being sought
      3. Small photograph of self

4. Personal information
    a. Age, weight, height
    b. Health
    c. Date of birth
    d. Marital status
    e. Social Security number

7. Applying for a job list should include:

A. Writing a letter of application

1. Letter style --individual choice
2. Attractive form
3. Arrangement of information in a logical order
4. Ideas expressed clearly
5. Material presented briefly and to the point
6. Written in a positive tone
7. Free from smudges
8. Free from grammatical and spelling errors
9. Include the following information
    a. How you found out about the job opening
    b. Position wanted
    c. Reason for interest in job
    d. Reason why your training fits particular job
    e. Resume
    f. Personal qualifications
    g. Request for additional information
    h. Address and telephone number

10. Educational information
    a. Name and address of schools attended
    b. Date you attended each school
    c. Subjects studied
    d. Awards and extracurricular activities
11. Work experience
    a. Name and address of company
    b. Length of employment
    c. Brief description of duties and responsibilities
12. Note any special skills
13. Reference--Secure permission from person(s) before using name as a reference.

B. Applying by telephone
   1. Securing information as to whether the position has been filled
   2. Securing exact qualifications for the job
   3. Requesting an application
   4. Requesting an interview
   5. Mentioning a resume, if available
   6. Offering personal address and telephone number

8. c.
   d.
   e.
   f.
   i.

9. a. False
   b. True
   c. True
   d. False
   e. True
   f. False
   g. False
   h. False
   i. False
   j. False

10. a.
    b.
    c. X
    d.
    e. X
    f. X
    g.
    h. X
    i.
    j. X
    k. X
    l.
    m.
    n. X
    o. X
    p. X

11. a. ✓
    b. ✓
    c.
    d. ✓
    e. ✓
    f.
    g.
    h. ✓

12. Any five of the following

    a. Poor grooming habits
    b. Poor personality
    c. Late for interview
    d. Application filled out improperly
    e. Poor school grades, records, and excessive absences and tardies
    f. Negative reports from people used as references or from previous employers
    g. Job requires more training and experience than you have

13. Evaluated to the satisfaction of the instructor.

14. Evaluated to the satisfaction of the instructor.

UNIT III

GROOMING AND PERSONAL HYGIENE

UNIT OBJECTIVE

After completing this unit, the student will be able to identify terms related to grooming and personal hygiene and will be aware of the importance of grooming and personal hygiene. The student will be able to discuss the essentials of grooming including use of cosmetics and care of hair, hands,and nails. This knowledge will be evidenced through demonstration and by successful completion of a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Identify terms related to grooming and personal hygiene
2. Explain the importance of grooming and personal hygiene
3. List the essentials of grooming
4. Identify the types of cosmetics commonly used and the essentials of properly applied cosmetics
5. Cite the essentials of well-groomed hair and discuss hair styles for Health Occupations Ecucation jobs
6. Identify the essentials of hand and nail care
7. Complete a grooming checklist
8. Prepare a poster on an area of grooming
9. Write a paragraph on employer's rules of grooming
10. Demonstrate the ability to:
    a. Apply cosmetics
    b. Manicure nails

UNIT III

GROOMING AND PERSONAL HYGIENE

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objectives sheet.

  B. Discuss objectives sheet.

  C. Pass out information sheet.

  D. Discuss information sheet.

  E. Distribute and discuss assignment and job sheets.

  F. Demonstrate procedures outlined in job sheets.

  G. Invite resource speaker from local charm school or or a cosmetics representative. (e.g., Avon)

  H. Secure and distribute pamphlets from cosmetics company.

II. Student

  A. Read objectives sheet.

  B. Discuss objectives sheet.

  C. Read information sheet.

  D. Discuss information sheet.

  E. Note illustrations.

  F. Complete assignment sheets.

  G. Demonstrate proficiency in performing procedures outlined in job sheets.

  H. Listen to guest speaker's presentations.

  I. Review pamphlets from cosmetics company.

  J. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Grooming Checklist

    2. Assignment Sheet #2--Areas of Grooming

    3. Assignment Sheet #3--Employer's Rules on Grooming

  D. Answers to Assignment Sheets

  E. Job Sheets

    1. Job Sheet #1--Applying Cosmetics

    2. Job Sheet #2--Manicuring Nails

  G. Test

  H. Answers to Test

II. References:

  A. Books:

    1. Bergen, Polly. *The Polly Bergen Book of Beauty, Fashion and Charm*. Englewood Cliffs, New Jersey: Prentice-Hall,Inc.,1962. pp.83-138.

    2. Caldwell, Esther and Barbara R. Hegner. *Health Assistant*. Albany, New York: Delmar Publishers, 1973. pp. 5-6

    3. Hornemann, Grace V. *Basic Nursing Procedures*. Albany, New York: Delmar Publishers, 1966. pp. 6-7.

    4. Morrow, Lisa. *Professional Beauty Secrets for Every Woman*. New York, New York: Hearthside Press, Incorporated, 1963. pp. 21-118.

    5. Schwartzrock, Shirley and James R. Jensen *Effective Dental Assisting*. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975. pp. 19-21.

6. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown and Co., 1972. pp. 7-8.

7. Stryker, Ruth Perin. The Hospital Ward Clerk. St. Louis, Missouri: C.V. Mosby Co., 1970. pp. 8-10.

B. Bulletins

1. "The Beauty of You." Avon Products, Inc., 30 Rockefeller Plaza, New York, New York, 10020. Educational Services.

2. "Know How to Dress and Look." Avon Products, Inc. 30 Rockefeller Plaza, New York, New York, 10020. Educational Services.

C. Films

1. "Acne Vulgaris: Its Pathogenesis"-#154 Texas Department of Health Resources, Public Health Education Film Library, 110 West 49th Street, Austin, Texas 78756.

2. "Body Care and Grooming" - #572. Texas Department of Health Resources, Public Health Education, Film Library, 1100 West 49th Street, Austin, Texas 78756.

3. "Personal Health For Girls"- #90. Texas Department of Health Resources, Public Health Education, Film Library, 1100 West 49th Street, Austin, Texas 78756.

4. "Personal Hygiene for Boys" - #30. Texas Department of Health Resources, Public Health Education, Film Library, 1100 West 49th Street, Austin, Texas 78756.

UNIT III

GROOMING AND PERSONAL HYGIENE

INFORMATION SHEET

I. Terms and definitions

   A. Acne--Skin disease common to young people; characterized by pimples, and inflamation of oil glands

   B. Anti-perspirant--Preparation that keeps underarms dry

   C. Body mechanics--Using muscles correctly to do work; the way in which the body moves and maintains balance by the most efficient use of its parts

   D. Cosmetic--A preparation designed to beautify the body by direct application

   E. Cuticle--Thin layer of skin at the side and base of a fingernail or toenail

   F. Deodorant--A preparation that destroys unpleasant odors but does not necessarily stop perspiration

   G. Grooming--Making one's person neat and attractive

   H. Hygiene--The study of health and the observance of health rules

   I. Immaculate--Spotlessly clean

   J. Malodorous--Ill-smelling

   K. Manicure--The care of the nails, including filing, trimming,and cleaning

   L. Posture--Position or bearing of the body

II. Importance of grooming and personal hygiene

   A. Health workers must be clean and odor-free because of close patient contact

   B. Health workers must give impression of immaculate grooming to help instil confidence in patients.

   C. Good grooming implies that the health worker takes pride in self and in work.

D. Good grooming is essential in preparing for job interviews and enhances the student's chance of getting a job.

III. Essentials of grooming

A. Daily bath or shower

B. Daily use of deodorant or anti-perspirant

C. Use of only lightly scented colognes or body powder for work or job applications

D. Teeth brushed after every meal if possible

E. Under garments and hose changed daily

F. Clean shaven legs and under arms

G. Fingernails kept neat, trimmed, cuticle pushed back, and polished only if permitted

H. Hair neat, clean, and arranged in accordance with employer's policy

I. Shoes must be neat, clean, fit well, and be comfortable. Two pairs for use on alternate days is advisable.

J. If uniform is required, it should be spotless, fit well, and be worn with pride. (If uniform is white, slip must be white and of correct length.)

K. Use good posture in standing, sitting, stooping, and bending to avoid undue fatigue, and to maintain a confident and professional appearance.

L. Adhere completely to employer's guidelines about eating on the job and chewing gum. NEVER chew gum when working with patients.

M. Avoid eating malodorous foods, as onion and garlic, prior to contact with patients.

N. Adequate sleep and rest help to maintain health, prevent undue tension, mental strain, and fatigue.

IV. Use of cosmetics

A. Types of makup that may be worn will depend on the office or institution where you work, as well as your personal preference. Cosmetics that are customarily used are listed.

1. Foundation and powder
2. Eye makeup. (Currently styles dictate that eye makeup be kept to a minimum for daily use.)
3. Lipstick
4. Blushers and rouge
5. Makeup to mask acne, skin blemishes or scars should be used as needed.

B. Essentials of properly applied cosmetics

1. Inconspicuous
2. Fresh and natural looking
3. Follow current fashions
4. Applied with great care

V. Grooming of hair

A. Essentials of well groomed hair

1. Shampoo frequently
2. Brush often
3. Cut or trim regularly
4. Choose becoming style

B. Hair styles in Health Occupations Education jobs.

1. Hair styles for boys and girls must conform to the rules of the office or institution.
    a. Specified length
    b. Pulled back from face
    c. Covered
2. DO NOT touch your hair and then touch the patient.
3. Facial hair of males must conform to regulations of employer.
    a. If clean shaven, daily shave is required.

b. If beards and/or moustaches are permitted, they must be clean and trimmed.

VI. Essentials of hand and nail care

A. Wash hands frequently, and always prior to and after caring for a patient.

B. Keep nails scrupulously clean.

C. Nails must be trimmed or shaped with file and of reasonable length.

D. Cuticle should be pushed back after washing hands.

E. If the use of nail polish is permitted, it must never be chipped nor peeled.

UNIT III

GROOMING AND PERSONAL HYGIENE

ASSIGNMENT SHEET #1 - GROOMING CHECKLIST

Directions: Check your rating for each item.

Grooming Item	Always	Usually	Sometimes
Daily bath			
Deodorant or anti-perspirant daily			
Hair:			
Shampoo as needed			
Brushed daily			
Cut or trimmed regularly			
Styled in accordance with employer's regulations			
Shave everyday (or trim facial hair)			
Nails:			
Scrupulously clean			
Filed and trimmed			
Chip free polish			
Makeup to improve appearance			
Teeth brushed twice daily			
Clothes:			
Clean undergarments daily			
Clean hose daily			
Uniform spotless			
Shoes:			
Appropriate			
Neat and clean			

Grooming Item	Always	Usually	Sometimes
Adequate rest and sleep			
Good posture			
*Strict adherance to employer's rules for dress and grooming			
Check appearance in full-length mirror before going on duty.			

For every item checked "Sometimes," start to improve now.

For every item checked "Usually," be more consistent.

For every item checked "Always," congratulate yourself.

*If you value your job, this must be checked "Always."

UNIT III

GROOMING AND PERSONAL HYGIENE

ASSIGNMENT SHEET #2 - AREAS OF GROOMING

Directions: Prepare poster 18" x 24" demonstrating some area of grooming. You may use prepared pamphlets, newspaper and magazine clippings, prepare lists, draw cartoons, or any combination of these.

UNIT III

GROOMING AND PERSONAL HYGIENE

ASSIGNMENT SHEET #3 - EMPLOYER'S RULES ON GROOMING

Directions: Write a paragraph explaining why an employer of Health Occupations Education students will have rules and regulations concerning grooming and dress.

UNIT III

GROOMING AND PERSONAL HYGIENE

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Evaluated to the satisfaction of the instructor.

Assignment Sheet #2

Evaluated to the satisfaction of the instructor.

Assignment Sheet #3

Evaluated to the satisfaction of the instructor.

UNIT III

GROOMING AND PERSONAL HYGIENE

JOB SHEET #1 - APPLYING COSMETICS

I. Tools and equipment required

  A. Cleanser

  B. Tissues

  C. Mirror

  D. Tweezers

  E. Assorted items of makeup

    1. Lipstick

    2. Powder base

    3. Rouge

    4. Eye liner

    5. Mascara

    6. Eye shadow

II. Procedures

  A. Girls will work in pairs, using each other as models.

  B. Cleanse face using cleanser and tissues.

  C. Practice application of cosmetics, using restraint.

  D. Cleanse face to remove cosmetics at end of session.

  E. Boys will review and evaluate girls' makeup.

UNIT III

GROOMING AND PERSONAL HYGIENE

JOB SHEET #2 - MANICURING NAILS

I. Tools and equipment required

A. Cotton pads

B. Nail polish remover

C. Emery board

D. Oil in dish

E. Orange stick

F. Cuticle remover

G. Nail brush

H. Basin of warm, soapy water

I. Paper towel

J. Base coat

K. Nail polish

II. Procedures

A. Students will work in pairs, using each other as models.

B. Remove old nail polish with cotton pad wet with polish remover. (Fig. 1)

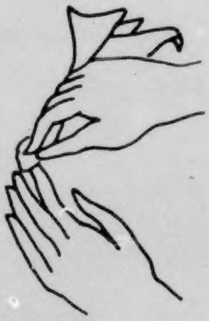


Fig. 1

C. File nails with emery board held at a slight angle. Move emery from side toward center. Work in one direction only. Taper into an oval shape. (Fig. 2)

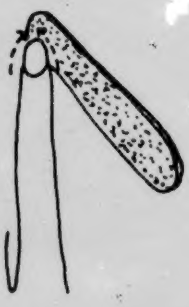


Fig. 2

D. Soak nails in warm oil for a few minutes. (Fig. 3)

E. Soak nails in warm soapy water for a few minutes.

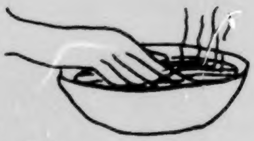


Fig. 3

F. Gently push cuticle back with a cotton-wrapped orange stick. (Fig. 4)

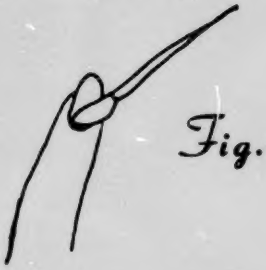


Fig.4

G. Scrub hands with nail brush in warm soapy water to remove cuticle remover and oil.

H. Apply base coat. (Fig. 5)

I. Apply polish.

J. Remove smudges of polish with orange stick dipped in polish remover.

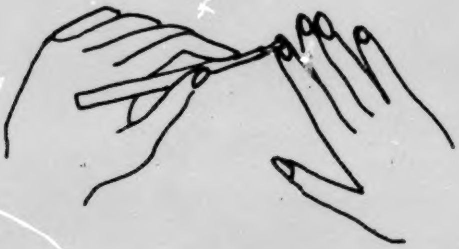


Fig. 5

UNIT III

GROOMING AND PERSONAL HYGIENE

UNIT TEST

1. Match the following terms with the definitions that best identify them using letter answers.

____a. The care of the nails, including filing, trimming, and cleaning

____b. The study of health and the observance of health rules

____c. Skin disease common to young people, characterized by pimples and inflamed oil glands

____d. A preparation designed to beautify the body by direct application

____e. Preparation that keeps you dry

____f. Position or bearing of the body

____g. Using muscles correctly to do work; the way in which the body moves and maintains balance by the most efficient use of its parts

____h. Thin, layer of skin at the sides and base of a fingernail or toenail

____i. Spotlessly clean

____j. Making one's person neat and attractive

____k. Preparation that destroys unpleasant odors but does

1. Cosmetic
2. Grooming
3. Malodorous
4. Posture
5. Acne
6. Body mechanics
7. Deodorant
8. Hygiene
9. Manicure
10. Anti-perspirant
11. Cuticle
12. Immaculate

not necessarily stop
perspiration

____1. Ill-smelling

2. Explain the importance of grooming and personal hygiene.

3. List the essentials of grooming.

4. Identify the types of cosmetics commonly used and the essentials of properly applied cosmetics.

5. Cite the essentials of well-groomed hair.

6. List the essentials of hand and nail care.

7. Complete a grooming checklist.

8. Prepare a poster on an area of grooming.

9. Write a paragraph on employer's rules of grooming.

10. Demonstrate the ability to:

    a. Apply cosmetics.

    b. Manicure nails.

    (Note: If activities #7-#10 have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT III

GROOMING AND PERSONAL HYGIENE

ANSWERS TO UNIT TEST

1. 9 a.
   8 b.
   5 c.
   1 d.
   10 e.
   4 f.
   6 g.
   11 h.
   12 i.
   2 j.
   7 k.
   3 l.

2. Explanation should include:

   A. Health workers must be clean and odor free because of close patient contact.

   B. Health workers must give the impression of immaculate grooming to help instil confidence in patients.

   C. Good grooming implies that the health worker takes pride in self and in work.

   D. Good grooming is essential in preparing for job interviews and enhances the student's chance of getting a job.

3. List should include:

   A. Daily bath or shower

   B. Daily use of deodorant or anti-perspirant

C. Use of only lightly scented cologne or body powder for work or job application

D. Teeth brushed after every meal if possible

E. Undergarments and hose changed daily

F. Clean shaven legs and underarms

G. Fingernails kept neat, trimmed, cuticle pushed back, and polished only if permitted

H. Hair neat, clean, and arranged in accordance with employer's policy

I. Shoes must be neat, clean, fit well and be comfortable. Two pairs for use on alternate days is advisable.

J. If uniform is required, it should be spotless, fit well, and be worn with pride. (If uniform is white, slip must be white and of correct length.)

K. Use good posture in standing, sitting, stooping, and bending to avoid undue fatigue, and to maintain a confident and professional appearance.

L. Adhere completely to employer's guidelines about eating on the job and chewing gum. Never chew gum when working with patient.

M. Avoid eating malodorous foods, as onion and garlic prior to contact with patients.

N. Adequate sleep and rest help to maintain health, prevent undue tension, mental strain and fatigue.

4. Types of cosmetics commonly used should be identified as:

    1. foundation and powder
    2. eye makeup
    3. lipstick
    4. blushers
    5. makeup to mask acne, skin blemishes or scars

The following essentials of properly applied cosmetics should be included in answer:

        1. inconspicuous
        2. fresh, natural looking
        3. follow current fashions
        4. applied with great care

5. The student should include the following essentials of well-groomed hair:

    A. Shampoo frequently

    B. Brush often

    C. Cut or trim regularly

    D. Choose becoming style

    Discussion of hair styles for Health Occupations Education jobs should include the following:

    A. Hair styles for boys and girls must conform to the rules of the office or institution.

        1. specified length
        2. pulled back from face
        3. covered

    B. Do not touch hair and then touch the patient.

    C. Facial hair of males must conform to regulations of employer.

        1. if clean shaven, daily shave is required.
        2. if beards and/or moustaches are permitted, they must be clean and trimmed.

6. Essentials of hand and nail care should include the following:

    A. Wash hands frequently, and always prior to and after caring for a patient.

    B. Keep nails scrupulously clean.

    C. Nails must be trimmed or shaped with file, and of reasonable length.

    D. Cuticle should be pushed back after washing hands.

E. If the use of nail polish is permitted, it must never be chipped nor peeled.

7.-10. Evaluated to the satisfaction of the instructor.

UNIT IV

HEALTH CAREERS

UNIT OBJECTIVE

After completing this unit students will be able to formulate an idea of why people work and factors to be considered in career exploration. Students will be aware of the need for correlation of their personal aptitudes and interests with career demands. They will also become acquainted with various health careers. This knowledge will be evidenced by satisfactory completion of a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Point out the reasons people work.
2. Identify true statements about the importance of job training.
3. List Maslow's human needs.
4. Cite the factors to be considered in exploring a career.
5. Define and give the purpose of personal inventories.
6. Identify health fields and occupations.
7. List items that may be included in an interest inventory.
8. List items that may be included in an aptitude inventory.
9. Assess individual needs using Maslow's pyramid.
10. Complete a personality inventory.
11. Complete an exercise on choosing a health career.

UNIT IV

HEALTH CAREERS

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objectives sheet

  B. Discuss objectives sheet

  C. Pass out information sheet

  D. Discuss information sheet

  E. Make and show transparency

  F. Distribute and discuss assignment sheets

  G. Give test and evaluate results

  H. Invite resource speaker from local health care facility to discuss careers

II. Student

  A. Read objective sheet

  B. Participate in discussion of objective sheet

  C. Read information sheet

  D. Participate in discussion of information sheet

  E. View transparency

  F. Complete assignment sheets

  G. Take test

  H. Listen to guest speakers' presentation

INSTRUCTIONAL MATERIALS

I. Included in this unit

  A. Objectives

  B. Information sheet

C. Transparency master
    1. IV-TM-1---Maslow's Hierarchy of Human Needs

D. Assignment sheets
    1. Assignment Sheet #1--Interest Inventory
    2. Assignment Sheet #2--Aptitude Inventory
    3. Assignment Sheet #3--Assessing Individual Needs
    4. Assignment Sheet #4--Personality Inventory
    5. Assignment Sheet #5--Choosing a Health Career

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References

A. Books

1. Allen, Anne S., Ruth F. Odgers, and Burness G. Wenberg. Introduction to Health Professions. 2nd ed. St. Louis, Missouri: C. V. Mosby Co., 1976.

2. Kimball, Grady and Ben S. Vineyard. Succeeding in the World of Work. 1st ed. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1970.

3. Maslow, Abraham H. Motivation and Personality. 2nd ed. New York, New York: Harper and Row, 1970.

B. Pamphlets

1. "Health Careers in Texas." Texas Health Careers Program. Texas Hospital Education and Research Foundation, P. O. Box 15587, Austin, Texas 78761. Fall, 1976.

C. Films

1. "Careers in Health Services, Parts I and II," film strip with cassettes, Pathescope Educational Films, 71 Weyman Avenue, New York, New York 10802.

2. "Diary of Connie McGregor - Rehabilitation Nursing." Texas Department of Health Resources. Division of Public Health Education, Film Library, 410 E. 5th Street, Austin, Texas 78701.

3. "Horizons Unlimited." Texas Department of Health Resources, Division of Public Education, Film Library, 410 E. 5th Street, Austin, Texas 78701.

4. "Is a Career in the Health Services for You?" Texas Health Careers Program, P. O. Box 15587, Austin, Texas 78761.

UNIT IV

HEALTH CAREERS

INFORMATION SHEET

I. Reasons people work

A. Economic reasons--to supply needs and wants.

B. Social reasons--to establish one's identity in society.

C. Psychological reasons--success at work engenders a sense of pride and self-respect.

II. Importance of job training

A. Finding a job

Each year there are fewer job opportunities for unskilled workers--94 percent of all jobs require a high school education.

B. Keeping a job

Job training enhances the probability of success on the job. You will be more confident and make fewer errors.

C. Advancement on the job

1. In general, the greater the skill or training, the more money the worker earns.

2. Estimated income for full-time, year-round workers, 1975.

8th grade education	$8,000
12th grade education	$17,000
4 years college	$21,000

D. Trained workers generally derive greater satisfaction from their work.

III. Maslow's hierarchy of human needs

These are basic human needs presented ascending order, as defined by the psychologist Abraham Maslow. It is important to keep these needs in mind as you investigate careers. The career you eventually choose should satisfy these needs for you.

- A. Physiological needs, as food, clothing, shelter, rest, and reproduction
- B. Security, or a need for protection from physical or economic danger
- C. Social need to belong and interact with others
- D. Esteem, or a sense of self-worth, independence, and recognition of others
- E. Self-actualization, or a need for satisfaction with who you are and what you are doing

IV. Factors to be considered in exploring a career

- A. Duties to be performed on the job
- B. Training required
- C. Geographical location of job opportunities
- D. Estimated numbers of job opportunities
- E. Salary range
- F. Opportunities for advancement
- G. Life styles of workers in this occupation; e.g., working hours, working conditions, time off, travel, contact with others
- H. Provides sense of self-satisfaction, gives an opportunity for social service
- I. Physical demands of work
- J. Opportunity to utilize your aptitudes and interests

V. Personal inventories

- A. Inventory of interests
    1. Lists things that student enjoys or likes to do
    2. Correlates things the student likes to do with duties and working conditions that might be met on a job

B. Inventory of aptitudes

   1. Lists skills, talents, abilities, and strengths of student

   2. Points out the things student can do best and correlates them with duties on a job

C. Personality inventory

   1. Assesses the various facets of student's personality

   2. Points out strong areas of personality as well as those areas that need reinforcement

D. All of the inventories are useful in helping students to choose a career. A well chosen career will utilize the interests, aptitudes, and personality traits of the individual.

VI. Health fields and occupations

A. Community and industrial health: school health, care of the environment, and volunteer health agencies

B. Medical professions: Doctor of Medicine, Doctor of Osteopathy, Doctor of Veterinary Medicine, Physician's Assistant, and Doctor of Dental Surgery

C. Jobs in a hospital: Hospital Administrator, Medical Records Administrator, Ward Clerk, Dietary Clerk, Radiological Technician, Electroencephalograph Technician, or Electrocardiograph Technician

D. Emergency medical care: Ambulance Attendant, Emergency Medical Technician, or Para-Medic

E. Medical technology: Medical Technologist, Cytotechnologist, Laboratory Assistant, or Histologic Technician

F. Nursing: Registered Nurse, Licensed Vocational Nurse, Nurse Aide, Orderly, or Nurse-Midwife

G. Mental health and social work: Psychologist, Psychiatric Aide, Psychometrist, or Social Worker

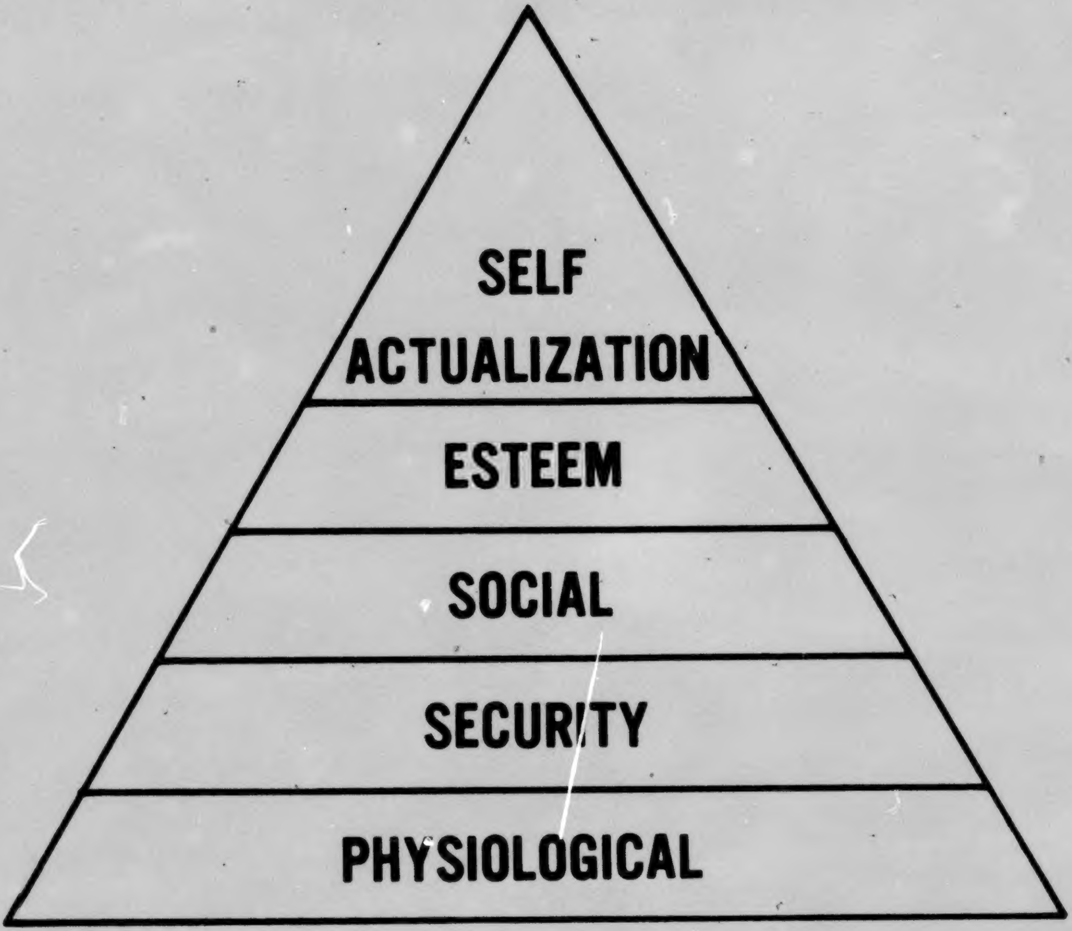
H. Therapy and rehabilitation: Physical Therapist, Occupational Therapist, Respiratory Therapist, and Speech Therapist

I. Dentistry and allied careers: Dental Hygienist, Dental Assistant, and Dental Laboratory Technician

J. Podiatry: Podiatrist, or Podiatrist's Assistant

K. Pharmacy: Pharmacist, Pharmacologist, or Pharmacist's Assistant

L. Visual services: Optometrist or Optometric Technician



Maslow's Hierarchy of Human Needs *

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*Maslow, Abraham H., Motivation and Personality, 2nd ed. New York, New York. Harper and Row, 1970.

UNIT IV

HEALTH CAREERS

ASSIGNMENT SHEET #1--INTEREST INVENTORY

Students will work individually first, then in groups of three or four.

Students will list on paper at least 10 things they enjoy doing. Think of hobbies, interests, work experiences, activities, and talents. Complete this in 20 minutes.

Next, student will meet in groups of three or four and discuss their lists using the following items as guidelines for discussion.

> Can you still do the things you like most to do after you get a job?
>
> Are the things you like most to do the ones you do most often or have done most recently?
>
> Are the things you most enjoy the ones that you choose to do or the ones you are told to do?
>
> Can you think of any jobs that correlate to items on your list?

UNIT IV

HEALTH CAREERS

ASSIGNMENT SHEET #2--APTITUDE INVENTORY

Copy from the chalkboard the following list of skills, talents, abilities, and strengths

Artistic
Intellectual
Social
Clerical
Physical
Manual
Executive
Mechanical

Using "brainstorming", add as many more characteristics as you can. You should have at least 50.

Looking at the list on the board, think about yourself and list 10 abilities, resources, and strengths that you have. Refer to items listed in your "Interest Inventory" from Assignment Sheet #1.

Now look over your list of 10 and choose the three you do best.

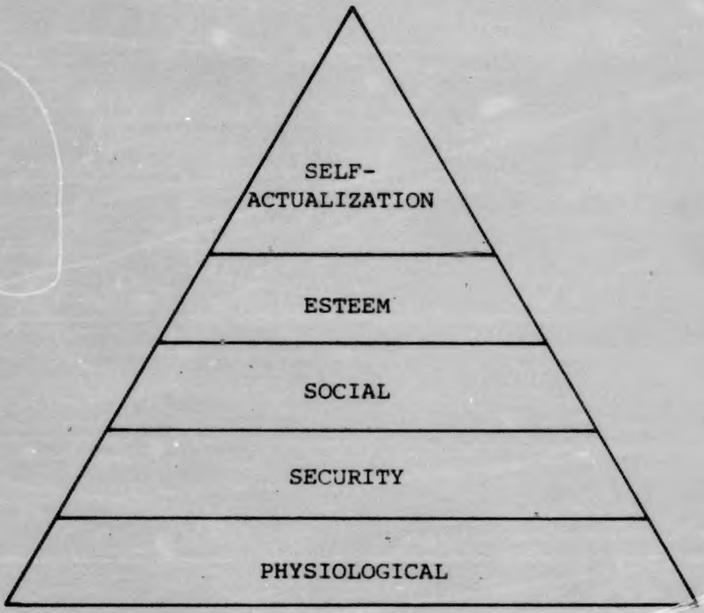
Form groups of three or four classmates and share with each other the three things you do best. Discuss with each other your strengths and abilities which you think will be most useful to you in future work.

UNIT IV

HEALTH CAREERS

ASSIGNMENT SHEET #3--ASSESSING INDIVIDUAL NEEDS

Below you will find a drawing of Maslow's hierarchy of human needs.



Answer the following questions concerning your needs

1. What needs do you have at the physiological level and how are they met?
2. What needs do you have at the security level and how are they met?
3. What needs do you have at the social level and how are they met?
4. What needs do you have at the esteem level and how are they met?
5. What needs do you have at the self-actualization level and how are they met?

6. What are the three most important needs you have now?

7. What can you do about providing for these three needs?

UNIT IV

HEALTH CAREERS

ASSIGNMENT SHEET #4--PERSONALITY INVENTORY

Write after each question the number that represents your evaluation. 3 = positive yes; 2 = undecided; 1 = no. Answer in the first column for yourself. Then ask two other students who know you to evaluate you. Average these results.

	Self	1st Student	2nd Student
1. Do you have a sense of humor?			
2. Do you control your temper?			
3. Do you make new friends easily?			
4. Do you speak well of teachers and employers?			
5. Do you organize your work?			
6. Do you laugh with people rather than at them?			
7. Do you feel well most of the time?			
8. Is your voice calm, pleasant, and clear?			
9. Is your room at home neat and well organized?			
10. Are you tolerant of other people's religious and political beliefs?			
11. Do you listen when other people talk?			
12. Are you always on time?			
13. Do you keep friends for a long time?			

	Self	1st Student	2nd Student
14. Do you try to get along with your family as well as your friends?			
15. Are you a good loser?			
16. Can you take being teased?			
17. Do you finish a task begun?			
18. Can you stick to a tiresome task?			
19. Can you admit a mistake?			
20. Can you disagree without being disagreeable?			
21. Do you respect the opinions of others?			
22. Can you work with a person you dislike?			
23. Do you remember that each person is different?			
24. Can you be a leader without being bossy?			
25. Do you know and follow accepted rules of etiquette?			
26. Are you careful to use the best grammar you can?			
27. Do you interrupt when another person is speaking?			
28. Are you careful to return favors and pay back loans, no matter how small?			
29. Do you seek self-improvement through study, reading, and organizations?			

	Self	1st Student	2nd Student
30. Are you courteous to fellow workers?			
31. Is it easy to like nearly everyone?			
32. Do you avoid alibis?			
33. Are you neatly and appropriately groomed?			

A perfect score is 99. If you rate from

90 - 99 -- You are outstanding!

70 - 89 -- Your personality is commendable

50 - 69 -- You need improvement in some areas

Below 49 -- Either you need to improve in many areas or you have rated yourself too modestly

UNIT IV

HEALTH CAREERS

ASSIGNMENT SHEET #5--CHOOSING A HEALTH CAREER

List three health fields that interest you from the 12 studied. Then choose the one of these three that best fit your interests and aptitudes. From your final choice, select three jobs for investigation. For example, if you chose "Jobs in a Hospital", you would choose any three in that area as Hospital Administrator, Dietary Clerk, or Medical Records Administrator.

Your investigation should include books, magazines, newspaper, personal interviews or pamphlets.

List three advantages and three disadvantages of each job and give the training required for each job.

Present results in class in oral report.

UNIT IV

HEALTH CAREERS

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #1 - Evaluated to the satisfaction of the instructor.

Assignment Sheet #2 - Evaluated to the satisfaction of the instructor.

Assignment Sheet #3 - Answers should include the following:

1. Physiological needs, as food, clothing, shelter, rest, and reproduction
2. Security, or need for protection from physical or economic danger
3. Social, need to belong and interact with others
4. Esteem, or a sense of self-worth, independence, and recognition by others
5. Self-actualization, or a need for satisfaction with who you are and what you are doing

Individual answers on how these needs are met in questions 1 - 5 will vary.

Answers to questions 6 and 7 will vary with individual students.

Assignment Sheet #4 - Evaluated to the satisfaction of the instructor.

Assignment Sheet #5 - Evaluated to the satisfaction of the instructor.

UNIT IV

HEALTH CAREERS

UNIT TEST

1. Point out the reasons people work by completing the following statements.

   a. To supply needs and wants or __________ reasons.

   b. To establish one's identity in society or ________ reasons.

   c. Success at work engenders a sense of pride and self-respect or __________ reasons.

2. Identify true statements about the importance of job training by answering true or false to each of the following statements.

   _____a. Each year there are fewer job opportunities for unskilled workers.

   _____b. 99 percent of all jobs require a high school education.

   _____c. Job training enhances the probability of success on the job.

   _____d. You will make more errors with job training because your boss expects more of you.

   _____e. In general, the greater the skill or training, the more money the worker earns.

   _____f. In 1975, the estimated yearly income of a worker with an 8th grade education was $17,000.

   _____g. Trained workers generally derive greater satisfaction from their work.

3. List Maslow's human needs

   a. ______________________

   b. ______________________

   c. ______________________

   d. ______________________

   e. ______________________

4. Cite the factors to be considered in exploring a career

5. Define and give the purpose of personal inventories

6. Beside each of the following health fields list an example of an occupation in that field

   A. Community and industrial health ________________ A.

   B. Medical professions ________________ B.

   C. Jobs in a hospital ________________ C.

   D. Emergency medical care ________________ D.

   E. Medical technology ________________ E.

   F. Nursing ________________ F.

   G. Mental health and social work ________________ G.

   H. Therapy and rehabilitation ________________ H.

   I. Dentistry ________________ I.

   J. Podiatry ________________ J.

   K. Pharmacy ________________ K.

   L. Visual services ________________ L.

7. List items that may be included in an interest inventory

8. List items that may be included in an aptitude inventory

9. Assess your individual needs using Maslow's hierarchy of human needs

10. Complete a personality inventory

11. Complete an exercise on choosing a health career

    (Note: If activities 7 thru 11 have not been accomplished prior to the test, ask your instructor when they should be completed.)

UNIT IV

HEALTH CAREERS

ANSWERS TO UNIT TEST

1. a. economic

   b. social

   c. psychological

2. a. True
   b. False
   c. True
   d. False
   e. True
   f. False
   g. True

3. Physiological needs, as food, clothing, shelter, rest, and reproduction. Security, or a need for protection from physical or economic danger. Social need to belong and interact with others. Esteem, or a sense of self-worth, independence, and recognition by others. Self-actualization, or a need for satisfaction with who you are and what you are doing.

4. Duties to be performed on the job

   Training required

   Geographical location of job opportunities

   Estimated number of job opportunities

   Salary range

   Opportunities for advancement

   Life style of workers in this occupation, e.g. working hours, working conditions, time off, travel, contact with others

   Renders social service; provides sense of self-satisfaction

   Physical demands of work

   Opportunity to utilize your aptitudes and interests

5. Answer should include the following information

Inventory of things I like to do.

List of things I like or enjoy.
Purpose of inventory is to try to correlate the things I like to do with duties and working conditions I might meet on a job.

Inventory of things I do best

List of skills, talents, abilities and strengths
Purpose of inventory is to point out the things I do best and to correlate them with duties on a job.

Personality Inventory

Assessment of the various facets of my personality.
Purpose of inventory is to point out strong areas of personality as well as those that need reenforcement.

6. Answers should include one example from

   a. School health, care of the environment, and volunteer health agencies

   b. Doctor of Medicine, Doctor of Osteopathy, Doctor of Veterinary Medicine, Physician's Assistant, or Doctor of Dental Surgery

   c. Hospital Administrator, Medical Records Administrator, Ward Clerk, Dietary Clerk, Radiological Technician, Electroencephalograph Technician, or Electrocardiograph Technician

   d. Ambulance Attendant, Emergency Medical Technician, or Para-Medic

   e. Medical Technologist, Cytotechnologist, Laboratory Assistant, or Histologic Technician

   f. Registered Nurse, Licensed Vocational Nurse, Nurse Aide, Orderly, or Nurse-Midwife

   g. Psychologist, Psychiatric Aide, Psychometrist, or Social Worker

   h. Physical Therapist, Occupational Therapist, Respiratory Therapist, or Speech Therapist

   i. Dental Hygienist, Dental Assistant, or Dental Laboratory Technician

j. Podiatrist or Podiatrist's Assistant

k. Pharmacist, Pharmacologist, or Pharmacist's Assistant

l. Optometrist or Optometric Technician

7.-11. Evaluated to the satisfaction of the instructor

UNIT V

MEDICAL ETHICS

UNIT OBJECTIVE

After completing this unit, the student will be able to define ethics and trace the historical development of medical ethics. The student will also be able to identify ethical guidelines and to apply principles of confidentiality. This knowledge will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Define ethics.
2. Name four codes of ethics discussed in the historical development of medical ethics.
3. List the general ethical guidelines for Health Occupations Education students.
4. Discuss the confidentiality of information.
5. Explain the limitations on technical information given to the public.
6. List the ethical guidelines to be followed at work.
7. Discuss the Hippocratic Oath.
8. Cite the main points in the Prayer of Maimonides.
9. Summarize the Nightingale Pledge.
10. Discuss the Declaration of Geneva.
11. List five main principles in your chosen Code of Ethics.
12. Demonstrate ethical behavior by role-playing given situations.

UNIT V

MEDICAL ETHICS

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objectives sheet.

  B. Discuss objectives sheet.

  C. Pass out information sheet.

  D. Discuss information sheet.

  E. Distribute and discuss assignment sheets.

  F. Give test and evaluate results.

II. Student

  A. Read and discuss objectives sheet.

  B. Read and discuss material contained in information sheet.

  C. Complete assignment sheets.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Hippocratic Oath

    2. Assignment Sheet #2--Prayer of Maimonides

    3. Assignment Sheet #3--Nightingale Pledge

    4. Assignment Sheet #4--Declaration of Geneva

    5. Assignment Sheet #5--Codes of Ethics for Various Professions

6. Assignment Sheet #6--Role-Playing Situations Depicting Ethical Behavior

D. Answers to assignment sheets

E. Test

F. Answers to test

II. References

Books:

1. Isler, Charlotte. The Nurses' Aide. 2nd ed. New York, New York: Springer Publishing Co., 1973, p. 9.

2. Pima County Community College District. Introduction to Communication and Behavior for Health Workers, Unit II. Tucson, Arizona: Tucson Skill Center, 1975, pp. 230-234.

3. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 8-11, 17-19.

4. Stryker, Ruth Perrin. The Hospital Ward Clerk. St. Louis, Missouri: C. V. Mosby Co., 1970, pp. 10-11, 43-44.

5. Taber, Clarence W. Taber's Cyclopedic Medical Dictionary. 11th ed. Philadelphia, Pennsylvania: F. A. Davis Co., 1969.

Bulletin:

1. Principles of Medical Ethics of the American Medical Association. American Medical Association, 535 North Dearborn St., Chicago, Illinois, 1949.

UNIT V

MEDICAL ETHICS

INFORMATION SHEET

I. Definition of ethics:

   A. Ethics is the study of right and wrong, based on moral law. It is a system of moral principles or standards governing conduct. It centers around respect for the needs and rights of other people. Ethics provides guidelines for acceptable behavior. Ethical behavior is a goal to be achieved requiring constant effort.

   B. All professions have a "Code of Ethics" or well defined rules and standards governing the conduct of the members.

II. Historical development of medical code of ethics.

   A. Hippocrates, a Greek physician of the 5th and 4th centuries B.C., wrote one of the first medical codes of ethics, the Hippocratic Oath. This oath is still used by some medical schools at graduation exercises.

   B. Maimonides, a Hebrew physician in Egypt in the twelfth century, wrote the Prayer of Maimonides, which incorporates ethical principles.

   C. The "Nightingale Pledge" was formulated by a committee of the Farrand School of Nursing, Harper Hospital, Detroit, Mich. This is an oath, pledged by nurses upon capping or graduation, that states the ethical standards of their profession.

   D. The Second General Assembly of the World Medical Association in 1948, adopted the Declaration of Geneva. This statement of medical ethics is used by some medical schools at graduation exercises.

III. General ethical guidelines for Health Occupations Education students

   A. In caring for the sick, students will help preserve life, ease the suffering of patients, and work toward restoring health to all patients.

   B. Maintain good moral character, by loyal to employer, to patients and to co-workers.

C. Practice sound health habits in order to maintain personal health and to be able to carry out duties.

D. Give care on the same level to all patients, showing no difference regardless of race or religious belief.

E. Cooperate with other workers, carry out duties responsibly.

F. Do not discuss confidential information given by a patient, never discuss diagnoses except with the patient's doctor or nurse.

G. Never perform a procedure or give a treatment that you are not qualified to perform.

H. Do not discuss your own problems or personal affairs with patients.

IV. Confidentiality of information

A. Information about patients

1. The personal records of the patient, which include history, physical examination, medical or dental procedures etc., must be treated with strictest confidence. If any such information must be discussed with other personnel in the office or hospital, such discussion should take place in private, not in the elevator, hall or coffee shop, where it might be overheard.

2. A safe rule to follow in discussing patients is to tell only the information you read in the newspaper.

B. Information about personnel

1. Never repeat any information about anyone at work outside the office or hospital.

2. Personal information about employees must be treated with complete confidentiality.

V. Limitations on technical information given to the public

A. Health Occupations Education students are thought to know more about health because of their work and training. People frequently ask questions about health problems and rely on the answers given by Health Occupations Education students.

B. Students must answer such questions with greatest care. Most often they should suggest the patient ask the doctor. Students should be constantly aware of their limitations in such instances.

VI. Ethical guidelines to be followed at work

A. Be accurate in following directions and in reporting. Report any error or accident to your superior at once.

B. Take proper care of equipment and supplies. Not only is medical equipment expensive, it is inconvenient and inefficient if it is not in working order at all times. Do not steal office or hospital supplies or equipment.

C. Treat co-workers with respect and courtesy. Everyone is important to the smooth operation of the health care facility. Every person and every task deserves respect.

D. Complete assigned tasks. Ask questions to be sure you understand an assignment before you start it. Consult your supervisor when help is needed or when you are unsure of what to do.

E. Do not grant a patient's request that is not mentioned on the chart without checking with the supervisor.

F. Perform only those tasks that you have learned. Do only those things that you have been trained to do. Do not perform a procedure or give a treatment you are not qualified to perform.

G. Accept no money or expensive gifts from patients.

H. Respect the privacy of patients and their families.

I. Know the health care facility's rule and policies and observe them exactly.

J. Do not discuss your own problems and personal affairs with the patients. Avoid inappropriate, flippant, or unbecoming behavior.

K. Treat all patients with compassion, kindness, and respect. Help patients to maintain their dignity and confidence.

L. Respect the religious beliefs of patients.

UNIT V

MEDICAL ETHICS

ASSIGNMENT SHEET #1--HIPPOCRATIC OATH

Directions: Read the Hippocratic Oath below and write a brief summary. Prepare for class discussion.

HIPPOCRATIC OATH

"I swear by Apollo the physician, and Aescalapius, and Hygeia, and Panacea, and all the gods and goddesses, that according to my ability and judgment, I will keep this oath and its stipulation--to reckon him who taught me this art equally dear to me as my parents, to share my substance with him, and to relieve his necessities if required; to look upon his offspring in the same footing as my own brothers, and to teach them this art if they shall wish to learn it, without fee or stipulation, and that by precept, lecture, and every other mode of instruction, I will impart a knowledge of the art to my own sons, and those of my teachers, and to disciples bound by a stipulation and oath according to the law of medicine, but to none other.

"I will follow that system of regimen which, according to my ability and judgment, I consider for the benefit of my patients, and abstain from whatever is deleterious and mischievous. I will give no deadly medicine to anyone if asked, nor suggest any such counsel; and in like manner I will not give to a woman a pessary to produce abortion. With purity and with holiness I will pass my life and practice my art. I will not cut persons laboring under the stone, but will leave this to be done by men who are practitioners of this work. Into whatever houses I enter, I will go into them for the benefit of the sick, and I will abstain from every voluntary act of mischief and corruption; and, further, from the seduction of females or males, of freeman and slaves. Whatever, in connection with my professional practice, or not in connection with it, I see or hear, in the life of men, which ought not to be spoken of abroad, I will not divulge, as reckoning that all such should be kept secret.

"While I continue to keep this Oath unviolated, may it be granted to me to enjoy life and the practice of this art, respected by all men, in all times. But should I trespass and violate this Oath, may the reverse be my lot."

UNIT V

MEDICAL ETHICS

ASSIGNMENT SHEET #2--PRAYER OF MAIMONIDES

Directions: Read the Prayer of Maimonides and write a brief summary. Prepare for class discussion.

PRAYER OF MAIMONIDES

"The eternal providence has appointed me to watch over the life and health of Thy creatures. May the love for my art actuate me at all times; may neither avarice nor miserliness, nor thirst for glory, or for a great reputation engage my mind; for the enemies of truth and philanthropy could easily deceive me and make me forgetful of my lofty aim of doing good to Thy children.

"May I never see in the patient anything but a fellow creature in pain.

"Grant me strength, time opportunity always to correct what I have acquired, always to extend its domain; for knowledge is immense and the spirit of man can extend indefinitely to enrich itself daily with new requirements.

"Today he can discover his errors of yesterday and tomorrow he can obtain a new light on what he thinks himself sure of today. Oh, God, Thou has appointed me to watch over the life and death of Thy creatures; here am I ready for my vocation and now I turn unto my calling."

UNIT V

MEDICAL ETHICS

ASSIGNMENT SHEET #3--THE NIGHTINGALE PLEDGE

Directions: Read the Nightingale Pledge below and write a brief summary. Prepare for clsss discussion:

THE NIGHTINGALE PLEDGE

"I solemnly pledge myself before God and in the presence of this assembly to pass my life in purity and to practice my profession faithfully. I will abstain from whatever is deleterious and mischievous, and will not take or knowingly administer any harmful drug. I will do all in my power to maintain and elevate the standard of my profession, and will hold in confidence all personal matters committed to my keeping and all family affairs coming to my knowledge in the practice of my calling. With loyalty will I endeavor to aid the physician in his work, and devote myself to the welfare of those committed to my care."

UNIT V

MEDICAL ETHICS

ASSIGNMENT SHEET #4--THE DECLARATION OF GENEVA

Directions: Read the Declaration of Geneva below and write a brief summary. Prepare for class discussion.

DECLARATION OF GENEVA

> "At the time of being admitted as Member of the Medical Profession I solemnly pledge myself to consecrate my life to the service of humanity. I will give to my teachers the respect and gratitude which is their due; I will practice my profession with conscience and dignity; the health of my patient will be my first consideration; I will respect the secrets which are confided in me; I will maintain by all the means in my power, the honor and the noble traditions of the medical profession; my colleagues will be my brothers; I will not permit considerations of religion, nationality, race, party politics or social standing to intervene between my duty and my patient; I will maintain the utmost respect for human life, from the time of conception; even under threat, I will not use my medical knowledge contrary to the laws of humanity. I make these promises solemnly, freely and upon my honor."

UNIT V

MEDICAL ETHICS

ASSIGNMENT SHEET #5--CODES OF ETHICS FOR VARIOUS PROFESSIONS

Directions: Find the "Code of Ethics" for a specific health field as Medical Technologist, Dental Hygienist, Physical Therapist, etc. List five principles the code mentions.

C

UNIT V

MEDICAL ETHICS

ASSIGNMENT SHEET #6--ROLE-PLAY SITUATIONS DEPICTING ETHICAL BEHAVIOR

Directions: You will work in pairs. Select any two of the following situations to role-play depicting ethical and unethical behavior.

1. A patient offers you a tip when leaving the hospital.
2. You've just heard that the charge nurse was seen in Houston with a person who is other than spouse.
3. While you are labelling urine specimens, the phone interrupts you and you forget which specimen belongs to a given patient.
4. You need a pair of bandage scissors for your own use and there's an extra pair in your unit.
5. Everyone else in the office is busy when the patient needs medication. You are not trained to give medications.
6. The patient demands to go to the solarium. The doctor has not written orders for the patient to leave the room.
7. The patient refuses to eat lunch of ham and sweet potatoes because religion forbids the eating of ham.
8. You'be just had a fight with your best friend and feel you must tell someone, so you tell a patient all about it while changing the linens.
9. Your mother's best friend is a patient at the clinic where you work as a nurse aide. Your mother asks about the friend's diagnosis.
10. Your mother's friend asks you what you think of the treatment the doctor has prescribed.

UNIT V

MEDICAL ETHICS

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Evaluated to the satisfaction of the instructor.

Assignment Sheet #2

Evaluated to the satisfaction of the instructor.

Assignment Sheet #3

Evaluated to the satisfaction of the instructor.

Assignment Sheet #4

Evaluated to the satisfaction of the instructor.

Assignment Sheet #5

Answer should include five ethical principles found in code.

Assignment Sheet #6

Evaluated to the satisfaction of the instructor.

UNIT V

MEDICAL ETHICS

UNIT TEST

1. Define ethics.

2. Name four codes of ethics discussed in the historical development of medical ethics.

3. List the general ethical guidelines for Health Occupations Education students.

4. Discuss the confidentiality of information.

5. Explain the limitations on technical information given to the public.

6. List the ethical guidelines to be followed at work.

7. Discuss the Hippocratic Oath.
8. Cite the main points in the Prayer of Maimonides.
9. Summarize the Nightingale Pledge.
10. Discuss the Declaration of Geneva.
11. List 5 main principles in your chosen "Code of Ethics."
12. Demonstrate ethical behavior by role-playing given situations.

(NOTE: If activities #7-#12 have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT V

MEDICAL ETHICS

ANSWERS TO UNIT TEST

1. Ethics is the study of right and wrong based on moral law. It is a system of moral principles or standards governing conduct. It centers around respect for the needs and rights of other people.

2. Oath of Hippocrates

   Prayer of Maimonides

   Nightingale Pledge

   Declaration of Geneva

3. a. In caring for the sick, students will help preserve life, ease the suffering of patients, and work toward restoring health to all patients.

   b. Maintain good moral character, be loyal to employer, to patients and to co-workers.

   c. Practice sound health habits in order to maintain personal health and be able to carry out duties.

   d. Give care on the same level to all patients.

   e. Cooperate with other workers, carry out duties responsibly.

   f. Do not discuss confidential information given by a patient, never discuss diagnoses except with the patient's doctor or nurse.

   g. Never perform a procedure or give a treatment that you are not qualified to perform.

   h. Do not discuss your own problems or personal affairs with patients.

4. a. Information about patients

   The personal records of the patient, which include history, physical examination, medical or dental procedures etc., must be treated with strictest confidence. If any such information must be discussed with other personnel, such discussion should take place in private where it cannot be overheard.

A safe rule to follow in discussing patients is to tell only the information you read in the newspaper.

b. Information about personnel

Never report any information about anyone at work. Personal information about employees must be treated with complete confidentiality.

5. Health Occupations Education students are thought to know more about health because of their work and training. People frequently ask questions about health problems and rely on the answers given by Health Occupations Education students. Students must answer such questions with greatest care. Most often they should suggest the patient ask the doctor.

6. a. Be accurate in following directions and in reporting. Report any error or accident to your superior at once.

   b. Take proper care of equipment and supplies.

   c. Treat co-workers with respect and courtesy.

   d. Complete assigned tasks.

   e. Do not grant a patient's request that is not mentioned on the chart without checking with the supervisor.

   f. Perform only those tasks that you have learned.

   g. Accept no money or expensive gifts from patients.

   h. Respect the privacy of patients and their families.

   i. Know the health care facility's rules and policies, and observe them exactly.

   j. Do not discuss your own problems and personal affairs with the patients. Avoid inappropriate, flippant, or unbecoming behavior.

   k. Treat all patients with compassion, kindness and respect. Help patients to maintain their dignity and confidence.

   l. Respect the religious beliefs of patients.

7.-12. Evaluated to the satisfaction of the instructor.

UNIT VI

MEDICAL TERMINOLOGY AND ABBREVIATIONS

UNIT OBJECTIVE

After completing this unit, the student will be able to recognize, define, and use medical terms and abbreviations. The student will also be able to identify medical roots, prefixes, and suffixes. This knowledge will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Identify some medical specialties.
2. Recognize commonly used roots, prefixes and suffixes.
3. Identify commonly used medical abbreviations.
4. Reproduce medical symbols.
5. Build names of medical specialties using roots, prefixes and suffixes.
6. Use a medical dictionary.
7. Select specific medical terms from list of definitions.
8. Write medical abbreviations using information sheet.
9. Use local abbreviations.
10. Recognize common medical abbreviations from a list.
11. Identify medical terms and abbreviations from flash cards.

MEDICAL TERMINOLOGY AND ABBREVIATIONS

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objective sheet.

  B. Discuss objective sheet.

  C. Pass out information sheet.

  D. Discuss information sheet.

  E. Distribute and discuss assignment sheets.

  F. Distribute and discuss job sheet.

  G. Prepare flash cards of terms and abbreviations for class use by cutting along lines.

  H. Use flash cards to practice student recitation of meanings of terms and abbreviations.

  I. Give test and evaluate results.

II. Student

  A. Read and discuss objective sheet.

  B. Read and discuss material contained in information sheet.

  C. Complete assignment sheet.

  D. Complete job sheet.

  E. Recite meanings of terms and abbreviations on flash cards.

  F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

1. Assignment Sheet #1--Building Names of Medical Specialties
2. Assignment Sheet #2--Use of Medical Dictionary

   Note: You may prefer to spend less time on this assignment and choose only those terms you feel are most important to your students. You may wish to add terms.

3. Assignment Sheet #3--Determination of Meanings of Medical Terms
4. Assignment Sheet #4--Selection of Medical Terms
5. Assignment Sheet #5--Identification of Abbreviations

   Note: You may wish to add or delete abbreviations.

6. Assignment Sheet #6--Practice in Writing Abbreviations
7. Assignment Sheet #7--Identification of Local Abbreviations

D. Answers to Assignment Sheets

E. Job Sheet--Recognition of Terms and Abbreviations

F. Answer to Job Sheet

G. Flash Cards of Medical Terms and Medical Abbreviations

H. Test

I. Answers to Test

II. References

A. Frenay, Sister Agnes C. Understanding Medical Terminology. 6th ed. St. Louis: The Catholic Hospital Association, 1977.

B. Hill, E. Joy. Ward Clerk. Division of Vocational Education, University of Kentucky.

C. Lawton, M. Murray and Donald F. Foy. A Textbook for Medical Assistants. 3rd ed. St. Louis: C.V. Mosby Co., 1975.

D. Pima County Community College. Medical Terminology. Tucson: Arizona State Department of Education, 1975.

E. Steen, Edwin. Medical Abbreviations. 3rd ed. Philadelphia: F. A. Davis Co., 1971.

F. Taber, Clarence W. Taber's Cyclopedic Medical Dictionary. 13th ed. Philadelphia: F.A. Davis Co., 1973.

G. Young, Clara G. and James D. Barger. Learning Medical Terminology Step By Step. 3rd ed. St. Louis: C.V. Mosby Co., 1975.

MEDICAL TERMINOLOGY AND ABBREVIATIONS

INFORMATION

Medical terminology is a professional language used by all medical personnel. Medical terms may seem difficult and awkward to beginners but they are used because they are precise. The most common cause of misunderstanding in communication in the medical facility is the inability of some personnel to pronounce, read, and write medical terms. The goal of all health workers is perfection; less endangers the health and lives of patients who trust us to provide medical care.

Medical terms usually consist of two or three parts. The main body of the word--the part that usually gives meaning to the word--is the root. A prefix is a term placed in front of the root to modify the meaning. A suffix is a term placed at the end of the root to modify the meaning.

There are no rigid rules to govern the pronunciation of medical terms, although medical dictionaries give suggested pronunciations. Common usage will vary among professionals in the same hospital.

Medical terms have come to us from every culture and every language, but the majority of terms are derived from Latin and Greek. Thus, we may have different words with the same meaning, but from different languages. For example, the root for skin in Latin is cutis, while in Greek the word is derma. Gata is cat in Latin, while ailuro means cat in Greek.

Some familiar medical terms are used in the titles medical doctors who are specialists.

The chart on the following page lists some well known medical specialties, titles of specialists, and a description of their work.

MEDICAL SPECIALTIES

Medical Specialty	Specialist	
Cardiology cardi--heart ology--study of	Cardiologist	Diagnosis and treatment of diseases of the heart
Dermatology derma--skin	Dermatologist	Diagnosis and treatment of diseases of the skin
Geriatrics geras--old age iatric--medical treatment	Geriatrician	Medical care of the aged
Gynecology gynoco--woman	Gynecologist	Diagnosis and treatment of diseases of the female reproductive organs
Obstetrics obstetrix--midwife	Obstetrician	The care of women during pregnancy and childbirth
Pediatrics pedia--child iatric--medical treatment	Pediatrician	Diagnosis and treatment of diseases of children

The following is a list of common roots, prefixes, and suffixes used in building medical terms. The words used as examples are broken down and the definition of each part of the word is given in an effort to show how terms are actually formed.

Commonly Used Roots

Root	Meaning	Word Example	Meaning of Example
adeno	gland	adenoma adeno gland oma--tumor	tumor of gland
calculus	stone	calculosis calculus--stone osis--condition	presence of a stone
cutis	skin	cutitis cutis--skin itis--inflammation	inflammation of the skin
cyto	cell	cytology cyto--cell ology--study of	study of cells
glyco	sweet	glycosuria glyco--sweet uria--urine	presence of sugar in urine
lingua	tongue	linguiform lingua--tongue form--shape	tongue-shaped
lip	fat	lipoma lip--fat oma--tumor	fatty tumor
lith	stone	lithotomy lith--stone otomy--incision	removal of stone by incision
psora	itch	psoriasis psora--itch iasis--condition	dermatitis, itching skin condition

psycho	mind	psychiatry psycho--mind iatric--medical treatment	branch of medicine which deals with diagnosis and treatment of diseases of the mind
pyo	pus	pyogenic pyo--pus genic--origin	pus producing
radi	ray	radiology radi--ray ology--study of	branch of medicine concerned with use of radioactive substances
tricho	hair	trichoid tricho--hair oid--like	hairlike
viscer	body organs (especially) abdominal	visceromegaly viscero--body organ megaly--enlargement	enlargement of abdominal body organs

Roots Pertaining to the Skeletal System

carpo	wrist	carpectomy carpo--wrist ectomy--excision	excision of the wrist
chondr	cartilage	chondromalacia chrondo--cartilage malacia--softening	softening of cartilage
costa	rib	costalgia costa--rib algia--pain	pain in a rib
cranio	skull	craniotomy cranio--skull otomy--incision	incision through the skull
dactyl	digit (usually a finger)	dactylitis dactyl--finger itis--inflammation	inflammation of finger

ili	ilium (hip girdle)	iliosacral ili--ilium sacral--sacrum	pertaining to region of junction of ilium and sacrum
manus	hand	manicure mani--hand cura--care	care of hands
myel	marrow	myeloma myel--marrow oma--tumor	tumor originating in bone marrow
myo	muscle	myoedema myo--muscle edema--swelling	swelling of a muscle
osteo	bone	osteoplasty osteo--bone plasty--surgical correction	surgical correction or repair of a bone
pedi	foot	pedicure pedi--foot cura--care	care of the feet
spondyl	vertebra	spondylitis spondyl--vertebra itis--inflammation	inflammation of vertebra

Roots Pertaining to Digestive System

chol	bile	cholecystitis chole--bile cysto--bladder itis--inflammation	inflammation of gall bladder
entero	intestine	enteritis entero--intestine itis--inflammation	inflammation of the intestine
gastr	stomach	gastroplasty gastro--stomach plasty--surgical correction	plastic surgery on the stomach

hepat	liver	hepatoma hepat--liver oma--tumor	tumor of the liver
ile	ileum (small intestine)	ileitis ile--ileum itis--inflammation	inflammation of the ileum
laparo	abdomen	laparotomy laparo--abdomen otomy--incision	incision of the abdomen
procto	anus	proctology procto--anus ology--study of	phase of medicine that deals with treatment of diseases of colon, rectum, and anus
pyloro	gatekeeper	pylorotomy pyloro--gatekeeper otomy--incision	incision into the pylorus
stoma	mouth	stomatitis stoma--mouth itis--inflammation	inflammation of the mouth

Roots Pertaining to Circulatory System

angio	vessel	angioma angio--vessel oma--tumor	tumor of a blood vessel
cardi	heart	cardiorrhaphy cardi--heart rhaphy--suture	suture of heart muscle
hem (hemat) (hemo) (hema)	blood	hemolysis hemo--blood lysis--dissolution	dissolving of red blood cells
phleb	vein	phlebotomy phleb--vein otomy--incision	drawing of blood from a vein

thrombo	blood clot	thrombosis thrombos--clot osis--condition	formation of a blood clot
vena	vein	venotomy vena--vein otomy--incision	incision into a vein
cerebro	brain	cerebromalacia cerebro--brain malacia--softening	softening of the brain
encephalo	brain	encephalitis encephalo--brain itis--inflammation	inflammation of the brain
meningo	membrane	meningitis meningo--membrane itis--inflammation	inflammation of the membrane of the brain and spinal cord
neuro	nerve	neurology neuro--nerve ology--study of	branch of medicine dealing with nervous system and its diseases
ophthalm	eye	ophthalmology ophthalm--eye ology--study of	branch of medicine dealing with diagnosis and treatment of eye diseases
oto	ear	otitis oto--ear itis--inflammation	inflammation of the ear
rhin	nose	rhinoplasty rhin--nose plasty--surgical correction of, plastic repair of	plastic surgery of the nose

Roots Pertaining to Urinary System

cysto	bladder	cystitis cyst--bladder itis--inflammation	inflammation of the bladder

nephro	kidney	nephrectomy nephro--kidney ectomy--excision	surgical removal of a kidney
pyelo	pelvis	pyelitis pyelo--pelvis itis--inflammation of	inflammation of the pelvis of the kidney
ren (L.)	kidney	reniform ren--kidney form--shape	kidney-shaped

Roots Pertaining to Respiratory System

pneumon	lung	pneumonectomy pneumon--lung ectomy--excision	surgical removal of a lung
pulmo	lung	pulmonectomy pulmo--lung ectomy--excision	surgical removal of a lung

Roots Pertaining to Reproductive System

cervi	neck	cervicectomy cervi--neck ectomy--excision	surgical removal of uterine cervix
hyster	uterus	hysterectomy hyster--uterus ectomy--excision	surgical removal of uterus
mamma	breast	mammalgia mamma--breast algia--pain	breast pain
mast	breast	mastectomy mast--breast ectomy--excision	surgical removal of breast
metr	uterus	metrectomy metr--uterus ectomy--excision	surgical removal of uterus

oophoro	ovary (egg bearing)	oophoritis oophor--ovary itis--inflammation of	inflammation of the ovary
orchido	testicle	orchidoptosis orchido--testicle ptosis--falling	dropping of testicle
salping	tube	salpingitis salping--tube itis--inflammation of	inflammation of tube

Commonly Used Prefixes

Prefix	Meaning	Word Example	Meaning of Example
ab	away from	abnormal ab--away from norma--rule	away from the rule
a, an	without	apnea a--without pnea--breath	without breath
ambi	bath	ambidextrous ambi--both dexter--skillful	uses both hands with equal ease
ante	before, forward	antepartum ante--before partum--labor	before labor begins
anti	against, reversed	antisepsis anti--against sepsis--infection	prevention of growth of bacteria
bi	two, both	bilateral bi--both latus--side	pertaining to two sides of the body
brady	slow	bradycardia brady--slow cardio--heart	slow heart action

circum	around	circumrenal circum--around renal--kidney	around the kidney
co, com, con	together, with	concentric con--together centric--center	having a common center
contra	opposite against	contraception contra--against conception--conceiving	prevention of conceiving
de	down or away from	decaput de--away from caput--head	separation of head from body
dys	bad, difficult, painful	dysentery dys--painful enteron--intestine	inflammation of intestine with pain
ec	out from	ectomy ec--out tomy--excision	excision of any organ or gland
ecto	outside	ectoparasite ecto--outside parasitos--parasite	parasite on outside of body
endo	in, within	endoparasite endo--in, within parasitos--parasite	parasite inside of body
epi	upon, over, in addition to	epidermis epi--over dermis--skin	external layer of skin
ex, exo	out, away from	exit--way out ---------	the way out
		exophthalmia exo--out ophthalmia--eye	abnormal protrusion of eyes
hyper	above, beyond, excessive	hyperacidity hyper--excessive acidus--acid (sour)	excessive acid (in stomach)

hypo	less than, under, below	hypoacidity hypo--under acidus--acid (sour)	lack of acid (in stomach)
inter	between	intercostal inter--between costa--rib	between the ribs
intra	within	intradermal intra--within derma--skin	within the skin
para, par	near, beside, past, abnormal	parathyroid para--beside thyroid--shield (thyroid)	beside thyroid (small endocrine glands located close to thyroid)
peri	around about	pericardium peri--around cardio--heart	membrane around the heart
post	after, behind	postocular post--behind oculus--eye	behind the eye
pre	before, in front of	preoperative pre--before operatus--operation	preceding an operation
pro	before, in front of	prootic pro--in front of oto--ear	in front of the ear
retro	backward, located behind	retroversion retro--backward versio--turning	being turned backward, as the uterus
semi	half	semilunar semi--half luna--moon	half-moon shaped (as semilunar valves of heart)
sub	under, beneath	subdermal sub--beneath derma--skin	beneath the skin

super, supra	above, upper, excessive	suprarenal supra--above rena--kidney	above the kidney
sym, syn	together, with	symbiosis sym--together bios--life	living together
tachy	swift	tachycardia tachy--swift cardia--heart	rapid heart beat
trans	across, beyond, through	transfusion trans--across fusio--pouring	pouring across (transfer of blood from one person to another)
tri	three	tricuspid tri--three cuspis--point	having three points (heart valve)
ultra	beyond, in excess	ultrasonic ultra--beyond sonus--sound	beyond sound (inaudible to human ear)
ur	urine	urology uro--urine ology--study of	study of urine; branch of medicine concerned with diseases of urinary system

Commonly Used Suffixes

Suffix	Meaning	Word Example	Meaning of example
algia	pain	neuralgia neuro--nerve algia--pain	pain along course of a nerve
desis	binding fixation of	arthrodesis arthro--joint desis--fixation	surgical fixation of a joint
ectasis	expansion dilation	bronchiectasis bronchi ectasis--dilation	dilation of bronchi

ectomy	excision	appendectomy appendix ectomy--excision	surgical removal of appendix
form	having shape of	linguaform lingua--tongue form--shape	tongue-shaped
iasis	condition formation of, presence of	lithiasis lithos--stone iasis--formation	formation of stone
itis	inflammation	otitis oto--ear itis--inflammation	inflammation of the ear
malacia	softening	osteomalacia osteo--bone malacia--softening	softening of a bone
megaly	enlargement	enteromegaly enteron--intestine megaly--enlargement	abnormal enlargement of the intestine
oid	resemblance like	trichoid tricho--hair oid--like	hairlike
ology	study of	cardiology cardio--heart ology--study of	diagnosis and treatment of deseases of the heart
oma	tumor	lipoma lip--fat oma--tumor	fatty tumor
otomy	incision	osteotomy osteo--bone otomy--incision	cutting through a bone
osis	condition, status, or process	dermatosis derma--skin osis--condition of	disease condition of the skin

path patho pathy	disease	otopathy oto--ear path--disease	disease of the ear
pexy	fixation suspension	mastopexy masto--breast pexy--fixation	fixation of a breast
phobia	fear of	ailurophobia ailuros--cat phobia--fear of	fear of cats
plasty	surgical correction or plastic repair of	rhinoplasty rhino--nose plasty--plastic repair	plastic surgery of the nose
ptosis	falling	orchidoptosis orchido--testicle ptosis--falling	dropping of testicle
rhaphy	suture	nephrorrpaphy nephron--kidney rhaphy--suture	surgical procedure of suturing the kidney
rhexis	rupture	angiorrhexis angio--vessel rhexis--rupture	rupture of a blood vessel
stomy	more or less permanent opening	colostomy colo--colon stoma--mouth	more or less permanent opening of the colon to the exterior

Prefixes that are Colors

Prefix	Meaning	Word Example	Meaning of example
albus	white	albinuria albus--white uria--urine	"white urine" colorless urine
chloros	green	chloroma chloro--green oma--tumor	"green tumor"

cirrhos	orange yellow	cirrhosis cirrho--orange yellow osis--condition	"yellow condition" liver disease
cyano	blue	cyanosis cyan--blue osis--condition	"blue condition" bluish skin color due to lack of oxygen
erythro	red	erythrocyte erythro--red cytos--cell	red blood cell
leuco	white	leucocyte leuco--white cytos--cell	white blood cell
luteus	yellow	corpus luteum corpus--body luteum--yellow	yellow body of ovary
melano	black	melanouria melano--black uria--urine	dark pigment in urine
polio	gray	poliosis polio--gray osis--condition	gray hair
porphyro	purple	porphyuria porphyro--purple uria--urine	excretion of unusual quantity of porphyrin
rhodo	red (rose)	rhodopsin rhodo--red opsis--vision	visual purple
xantho	yellow	xanthoderma xantho--yellow derm--skin	yellowness of skin

MEDICAL ABBREVIATIONS

Medical abbreviations are actually medical shorthand. The following list of terms is incomplete, but includes abbreviations most frequently used. Each medical facility has terms unique to that institution. The student will need to add these to individual lists.

Abbreviations of Titles of Medical Personnel

D.O.	Doctor of Osteopathy
L.V.N.	Licensed Vocational Nurse sometimes called a Licensed Practical Nurse L.P.N.
M.D.	Medical Doctor
M.T.	Medical Technologist
N.A.	Nurse Aide
P.T.	Physical Therapist
R.I.T.	Registered Inhalation Therapist
R.N.	Registered Nurse

Abbreviations of Areas of the Medical Facility

CCU	cardiac care unit
CS	central supply
EENT	eye, ear, nose and throat
ER	emergency room
ICU	intensive care unit
IT	inhalation therapy
Lab	laboratory
MICU	medical intensive care unit
OB	obstetrics
OR	operating room
PEDI	pediatrics
PT	physical therapy

Abbreviations of Common Laboratory Tests

BUN	blood urea nitrogen
CBC	complete blood count
C and A	Clinitest and Acetest
CSF	cerebrospinal fluid
hb (hgb)	hemoglobin
hct	hematocrit
FBS	fasting blood sugar
NPN	non protein nitrogen
RBC	red blood count
sp gr	specific gravity
ua	urinalysis
WBC	white blood count

General Medical Abbreviations

$\overline{aa}$	of each
a.c.	before meals
ad lib	as desired
A.M.	morning
amt	amount
ax	axillary
b.i.d.	twice daily
b.i.n.	twice a night
BM	bowel movement
BP	blood pressure
BRP	bathroom privilege
C.	Celsuis (centigrade)
cal	calorie
cc	cubic centimeter

cm	centimeter
CNS	central nervous system
c.v.	tomorrow night
DPT	diphtheria, pertussis, tetanus
elix	elixir
F	Fahrenheit
gm (Gm)	GRAM
GTT	drop
h	hour
h.n.	tonight
h.s.	at bedtime
kg.	kilogram
L	liter
m	minim
ml	milliliter
mm	millimeter
n.b.	note well
noct	night
NPO	nothing by mouth
O.D.	right eye
OOB	out of bed
O.L.	left eye
O.S.	left eye
O.U.	both eyes
oz.	ounce
P	pulse
p.c.	after meals
P.O.	by mouth
p.r.n.	as needed

q.d. (Q.D.)	every day
q.h. (Q.H.)	every hour
q.2h. (Q.2H.)	every 2 hours
q.i.d.	four times a day
q.o.d.	every other day
QNS	quantity not sufficient
QS (q.s.)	quantity sufficient
R	respiration
R	rectum
R_x	prescription (recipe)
sig	write (let it be labeled)
s.o.s.	if necessary
SSE	soap suds enema
ss	half
STAT	immediately
syr.	syrup
T	temperature
tere bene	rub well
t.i.d.	three times daily
t.i.n.	three times a night
T.O.	telephone order
TPR	vital signs
tr.	tincture
ung.	ointment
ur	urine
V.O.	verbal order
wt	weight

Symbols

Symbols are sometimes used in medical work. The following list includes some of the more commonly used symbols.

$\overline{c}$	with		
$\overline{s}$	without		
>	greater than	♀	female
<	less than	♂	male

MEDICAL TERMINOLOGY AND ABBREVIATIONS

Assignment Sheet #1--Building Names of Medical Specialties

Directions: The following terms are medical specialties. They are divided into root and the suffix "ology". Use the medical dictionary to find the meaning of the root. Then write a description of the specialty. Use the chart in the Information Sheet as a guide.

Medical Specialty	Definitions	Description
1. Neurology		
a. neuro	a. ____________	1. ________________
b. ology	b. ____________	________________
2. Otology		
a. oto	a. ____________	2. ________________
b. ology	b. ____________	________________
3. Radiology		
a. radi	a. ____________	3. ________________
b. ology	b. ____________	________________
4. Gastrology		
a. gastr	a. ____________	4. ________________
b. ology	b. ____________	________________
5. Ophthalmology		
a. ophthalm	a. ____________	5. ________________
b. ology	b. ____________	________________

MEDICAL TERMINOLOGY AND ABBREVIATIONS

Assignment Sheet #2--Use of Medical Dictionary

Directions: Use a medical dictionary to find words using the following roots and prefixes. Do not use examples already listed in the lesson. Write the dictionary word, then its definition in the spaces provided.

Root	Word	Dictionary Meaning
adeno		
calculus		
cutis		
cyto		
glyco		
lingua		
lip		
lith		
psora		
psycho		
pyo		
radi		
tricho		
viscer		
carpo		
chondr		
costa		
cranio		
dactyl		
ili		
manus		

myel

myo

osteo

pedi

spondyl

chol

entero

gastr

hepat

ile

laparo

procto

pyloro

stoma

angio

cardi

hem (hemat)

phleb

thrombo

vena

cerebro

encephalo

meningo

neuro

ophthalm

oto

rhin

cervi

hyster		
mamma		
mast		
metr		
oophoro		
orchido		
salping		
cysto		
nephro		
pyelo		
ren		
pneumon		
pulmo		

Prefix	Word	Dictionary Meaning
ab		
a, an		
ambi		
ante		
anti		
by		
brady		
circum		
co,com,con		
contra		
de		
dys		
ec		
ecto		
epi		

ex, exo

hyper

hypo

inter

intra

para, par

peri

post

pre

pro

retro

semi

sub

super (supra)

sym (syn)

tachy

trans

tri

ultra

uro

Prefixes That Are Colors

albus

chloros

cirrhos

cyano

erthryro

leuco
(k)

luteus

melano ____________________ ____________________

polio ____________________ ____________________

porphyro ____________________ ____________________

rhodo ____________________ ____________________

xantho ____________________ ____________________

MEDICAL TERMINOLOGY AND ABBREVIATIONS

Assignment Sheet #3--Determination of Meanings of Medical Terms

Directions: Separate the following terms into their root and prefix (or suffix). Write the word parts and the meaning of each part in the blank spaces provided. Use the information sheet as a reference.

	Word	Root	Meaning	Prefix (Suffix)	Meaning	
Ex.	Adenomalacia	adeno	gland	malacia	softening	
1.	psychopath					1.
2.	cyanosis					2.
3.	hepatitis					3.
4.	hypergastric					4.
5.	cardiotomy					5.
6.	nephroma					6.
7.	erythrocyte					7.
8.	hypodermic					8.
9.	orchidopexy					9.
10.	lithiasis					10.

MEDICAL TERMINOLOGY AND ABBREVIATIONS

Assignment Sheet #4--Selection of Medical Terms

Directions: Select the correct meaning from the four choices listed for each of the following prefixes, suffixes, or root words. Place letter answers in blank spaces provided.

1. cutis means: _____ 1.

   a. hand
   b. skin
   c. inflammation
   d. tumor

2. pyo means: _____ 2.

   a. pus
   b. condition
   c. fat
   d. cell

3. tricho means: _____ 3.

   a. finger
   b. cartilage
   c. skull
   d. hair

4. spondyl means: _____ 4.

   a. bone
   b. foot
   c. muscle
   d. vertebra

5. entero means: _____ 5.

   a. intestine
   b. liver
   c. vessel
   d. gatekeeper

6. phleb means: _____ 6.

   a. vein
   b. vessel
   c. heart
   d. mouth

7. angio means: _____ 7.

a. vessel
b. tumor
c. condition
d. blood

8. neuro means: _____ 8.

a. membrane
b. nose
c. nerve
d. brain

9. cysto means: _____ 9.

a. kidney
b. stone
c. lung
d. bladder

10. pulmo means: _____ 10.

a. lung
b. kidney
c. hand
d. brain

11. ren means: _____ 11.

a. lung
b. kidney
c. hand
d. skull

12. hyster means: _____ 12.

a. testicle
b. uterus
c. tub
d. neck

13. anti means: _____ 13.

a. against
b. before
c. slow
d. together

14. contra means: _____ 14.

a. out
b. under
c. against
d. with

15. hyper means: _____15.

a. above
b. below
c. out
d. down

16. epi means: _____16.

a. out
b. hand
c. eye
d. over

17. pre means: _____17.

a. before
b. after
c. backward
d. painful

18. sub means: _____18.

a. above
b. beyond
c. eye
d. under

19. ectomy means: _____19.

a. condition
b. excision
c. inflammation
d. binding

20. itis means: _____20.

a. inflammation
b. skull
c. dilation
d. against

21. algia means: _____21.

a. dilation
b. inflammation
c. pain
d. difficult

22. ology means: _____22.

a. disease
b. pain
c. skin
d. study of

23. path means: _____23.

a. incision
b. disease
c. study of
d. ear

24. albus means: _____24.

a. white
b. green
c. pus
d. large

25. cyano means: _____25.

a. yellow
b. blue
c. wolf
d. breath

MEDICAL TERMINOLOGY AND ABBREVIATIONS

Assignment Sheet #5--Identification of Abbreviations

Directions: Write the correct meaning for the abbreviations listed below using the information sheet.

DO ____________________

MD ____________________

L.V.N. ____________________

P.T. ____________________

R.N. ____________________

CCU ____________________

ER ____________________

OR ____________________

PT ____________________

CBC ____________________

Hb ____________________

RBC ____________________

WBC ____________________

Ua ____________________

a.c. ____________________

ad lib ____________________

b.i.d. ____________________

BRP ____________________

C ____________________

m ____________________

mm ____________________

n.b. ____________________

O.D. ____________________

p.c. ____________________

p.r.n. ____________________

q.h. ____________________

q.i.d. ____________________

CNS ____________________

F ____________________

gtt ____________________

QS ____________________

s.o.s. ____________________

ss ____________________

STAT ____________________

t.i.d. ____________________

TPR ____________________

ur ____________________

V.O. ____________________

MEDICAL TERMINOLOGY AND ABBREVIATIONS

Assignment Sheet #6--Practice in Writing Abbreviations

Directions: Write the correct abbreviations for the following words or phrases.

1. registered nurse ______
2. nurse aide ______
3. central supply ______
4. intensive care unit ______
5. inhalation therapy ______
6. obstetrics ______
7. Clinitest and Acetest ______
8. cerebrospinal fluid ______
9. hematocrit ______
10. specific gravity ______
11. urinanalysis ______
12. fasting blood sugar ______
13. of each ______
14. morning ______
15. amount ______
16. axillary ______
17. twice a night ______
18. bowel movement ______
19. blood pressure ______
20. cubic centimeter ______
21. milliliter ______
22. night ______
23. nothing by mouth ______
24. out of bed ______
25. left eye ______
26. ounce ______
27. every day ______
28. every 2 hours ______
29. every other day ______
30. quantity not sufficient ______
31. rectum ______
32. write (let it be labeled) ______
33. prescription ______
34. soap suds enema ______
35. syrup ______
36. rub well ______
37. telephone order ______
38. tincture ______
39. ointment ______
40. weight ______

MEDICAL TERMINOLOGY AND ABBREVIATIONS

Assignment Sheet #7--Identification of Local Abbreviations

Directions: Make a list of at least ten abbreviations used in the medical facility where you work that are not listed in the information sheet.

MEDICAL TERMINOLOGY AND ABBREVIATIONS

Assignment Sheet #8--Recognition of Terms and Abbreviations from Flash Cards

Directions: Divide students into groups of six. Designate one student to display the cards; the remaining five students will attempt to give the meaning of the terms as they are displayed. The students should answer in turn.

At intervals the roles of the students should be alternated, i.e., the student that previously displayed cards should join the other five students. One of the original five should now display the cards.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Building Names of Medical Specialties

	Definitions	Description
1.	a. nerve b. study of	The diagnosis and treatment of diseases of the nerves
2.	a. ear b. study of	The diagnosis and treatment of diseases of the ear
3.	a. skin b. study of	The diagnosis and treatment of diseases of the skin
4.	a. stomach b. study of	The diagnosis and treatment of diseases of the stomach
5.	a. eye b. study of	The diagnosis and treatment of diseases of the eye

Assignment Sheet #2--Use of Medical Dictionary

Answers will vary depending on word defined.

Assignment Sheet #3--Determination of Meanings of Medical Terms

	Root	Meaning	Prefix (Suffix)	Meaning
1.	psycho	mind	path	disease
2.	cyan	blue	osis	condition
3.	hepat	liver	itis	inflammation
4.	gastr	stomach	hyper	above
5.	cardi	heart	otomy	incision
6.	nephro	kidney	oma	tumor
7.	erythro	red	cyte	cell
8.	hypo	under	derm	skin
9.	orchido	testicle	pexy	fixation
10.	lith	stone	iasis	formation

Assignment Sheet #4--Selection of Medical Terms

1. b (skin)
2. a (pus)
3. d (hair)
4. d (vertebra)
5. c (intestine)
6. a (vein)
7. a (vessel)
8. c (nerve)
9. d (bladder)
10. a (lung)
11. b (kidney)
12. b (uterus)
13. a (against)
14. c (against)
15. a (above)
16. d (over)
17. a (before)
18. d (under)
19. b (excision)
20. a (inflammation)
21. c (pain)
22. d (study of)
23. b (disease)
24. a (white)
25. b (blue)

Assignment Sheet #5--Identification of Abbreviations

DO	Doctor of Osteopathy
MD	Medical Doctor
L.V.N.	Licensed Vocational Nurse
P.T.	Physical Therapist
R.N.	Registered Nurse
CCU	cardiac care unit
ER	emergency room
OR	operating room
Pedi	pediatrics
CBC	complete blood count
Hb	hemoglobin
RBC	red blood count
WBC	white blood count
Ua	urinanalysis
a.c.	before meals
ad lib	as desired
b.i.d.	twice daily
BRP	bathroom privilege
C	Celsius (Centigrade)
m	minim
mm	millimeter
n.b.	note well
O.D.	right eye
p.c.	before meals
p.r.n.	as needed
q.h.	every hour

q.i.d.	four times a day
CNS	Central Nervous System
F	Fahrenheit
Gtt	drop
QS	quantity sufficient
s.o.s.	if necessary
ss	half
STAT	immediately
t.i.d.	three times a day
TPR	vital signs
ur	urine
V.O.	verbal order

Assignment Sheet #6--Practice in Writing Abbreviations

1. R.N.
2. N.A.
3. C.S.
4. ICU
5. IT
6. OB
7. C and A
8. CSF
9. Hct
10. sp.gr.
11. ua
12. FBS
13. $\overline{aa}$
14. A.M.
15. amt
16. ax
17. b.i.n.
18. BM
19. BP
20. cc
21. ml
22. noct.
23. NPO
24. OOB
25. O.S. (O.L)
26. oz
27. q.d.
28. q.2h.
29. q.o.d.
30. QNS
31. R
32. sig
33. R_x
34. SSE
35. syr
36. tere bene
37. T.O.
38. tr.
39. ung.
40. wt

Assignment Sheet #7--Identification of Local Abbreviations

Answers will vary locally.

Assignment Sheet #8--Recognition of Terms and Abbreviations from Flash Cards

Demonstrated to the satisfaction of the instructor.

MEDICAL TERMINOLOGY AND ABBREVIATIONS

UNIT TEST

1. Give the description of five of the following medical specialties. (Omit one)

   a. dermatology ____

   ____ a.

   b. pediatrics ____

   ____ b.

   c. otology ____

   ____ c.

   d. ophthalmology ____

   ____ d.

   e. obstetrics ____

   ____ e.

   f. geriatrics ____

   ____ f.

2. Match the listed root words (prefixes or suffixes) with their meanings using letter answers.

   a. algia
   b. angio
   c. cutis
   d. cyano
   e. entero
   f. hyper
   g. hyster
   h. itis
   i. neuro
   j. pulmo
   i. tricho

   1. hair _____ 1.
   2. skin _____ 2.
   3. nerve _____ 3.
   4. vessel _____ 4.
   5. above _____ 5.
   6. blue _____ 6.
   7. inflammation _____ 7.
   8. lung _____ 8.
   9. pain _____ 9.
   10. hyster _____ 10.

3. Listed are root words. Under each root are four meanings. Choose the correct meaning and write the answer in the blank space at the right.

Example:

a. adeno means:

gland, skin, sweet, pus ____gland____ a.

b. cyto means:

sweet, mind, cell, fat ______________ b.

c. glyco means:

skin, stone, cell, sweet ______________ c.

d. lith means:

stone, tongue, gland, itch ______________ d.

e. psycho means:

mind, tongue, fat, ray ______________ e.

f. chondr means:

hair, cartilage, body organs, pus ______________ f.

g. crani means:

mind, ray, wrist, skull ______________ g.

h. dactyl means:

rib, ray, digit, wrist ______________ h.

i. osteo means:

hand, rib, wrist, bone ______________ i.

j. myo means:

muscle, hand, hip, marrow ______________ j.

k. chol means:

stomach, bile, ilium, foot ______________ k.

l. hepat means:

stomach, bile, liver, intestine ______________ l.

m. pyloro means:

gatekeeper, liver, ileum, abdomen ______________ m.

n. stoma means:

stomach, intestine, mouth, anus ______________ n.

o. cardi means:

heart, vessel, abdomen, intestine ______________ o.

p. hem means:

heart, vessel, vein, blood ______________ p.

q. vena means:

vessel, vein, blood, liver ______________ q.

r. thrombo means:

clot, vein, blood, vessel ______________ r.

s. encephalo means:

nerve, vein, brain, ear ______________ s.

t. neuro means:

nerve, vein, ear, eye ______________ t.

u. rhin means:

ear, eye, nose, brain ______________ u.

v. meningo means:

membrane, nose, brain, pelvis ______________ v.

w. nephro means:

kidney, lung, bladder, ear ______________ w.

x. pyelo means:

kidney, bladder, lung, pelvis ______________ x.

y. pneumon means:

lung, kidney, bladder, eye ______________ y.

z. hyster means:

bladder, neck, pylorus, uterus ______________ z.

aa. mast means:

breast, uterus, neck, ovary ______________ aa.

bb. salping means:

breast, uterus, tube, ovary ______________ bb.

cc. orchido means:

tube, testicle, neck, rib ______________ cc.

dd. chloros means:

green, bile, liver, stone ______________ dd.

ee. erythro means:

blood, vein, red, white ______________ ee.

4. Listed below are some prefixes and suffixes. Under each term are four meanings. Choose the correct meaning and write the answer in the blank space at the right.

a. ab means:

away from, toward, both, two __________ a.

b. ambi means:

away from, toward, both, against __________ b.

c. brady means:

against, before, slow, both __________ c.

d. circum means:

around, slow, both, away from __________ d.

e. contra means:

around, upon, down, against __________ e.

f. epi means:

upon or over, away from, in, out __________ f.

g. hypo means:

less than or below, away from, in, out from __________ g.

h. ecto means:

down, over, in, outside __________ h.

i. dys means:

out from, in, above, bad or painful __________ i.

j. inter means:

out, less than, between, within __________ j.

k. post means:

after, near, within, before __________ k.

l. pre means:

after, before, within, between __________ l.

m. retro means:

before, backward, around, within __________ m.

n. semi means:

under, half, swift, across __________ n.

o. sub means:

under or beneath, half, across, together __________ o.

p. ectomy means:

expansion or dilation, inflammation, excision, pain __________ p.

q. algia means:

binding, inflammation, excision, pain __________ q.

r. iasis means:

inflammation, binding, condition, pain __________ r.

s. itis means:

inflammation, excision, pain, condition __________ s.

t. malacia means:

inflammation, excision, having shape, softening __________ t.

u. megaly means:

resemblance, enlargement, incision, study of __________ u.

v. path means:

incision, tumor, study of, disease __________ v.

w. oma means:

tumor, having shape, resemblance, disease __________ w.

x. phobia means:

falling, rupture, resemblance, fear of __________ x.

y. rhexis means:

rupture, falling, fear of, tumor __________ y.

5. A. Give the meaning of the following abbreviations of titles of medical personnel.

1. L.V.N. ______________________________ 1.
2. N.A. ______________________________ 2.
3. R.N. ______________________________ 3.
4. M.D. ______________________________ 4.

B. Give the meanings of the following abbreviations of the medical facility.

1. CCU ______________________________ 1.
2. ICU ______________________________ 2.
3. OB ______________________________ 3.
4. ER ______________________________ 4.
5. PT ______________________________ 5.
6. CS ______________________________ 6.

C. Give the meanings of the following abbreviations of laboratory tests.

1. BUN ______________________________ 1.
2. CBC ______________________________ 2.
3. CSF ______________________________ 3.
4. RBC ______________________________ 4.
5. ua ______________________________ 5.

D. Give the abbreviations for the following medical terms.

1. before meals __________ 1.
2. as desired __________ 2.
3. twice a day __________ 3.
4. bowel movement __________ 4.
5. morning __________ 5.
6. blood pressure __________ 6.
7. Celsius __________ 7.
8. centimeter __________ 8.
9. diphtheria, pertussis, tetanus __________ 9.
10. Fahrenheit __________ 10.
11. drop __________ 11.
12. hour __________ 12.
13. at bedtime __________ 13.
14. kilogram __________ 14.
15. milliliter __________ 15.
16. nothing by mouth __________ 16.
17. as needed __________ 17.
18. pulse __________ 18.
19. out of bed __________ 19.
20. after meals __________ 20.
21. every day __________ 21.
22. every 2 hours __________ 22.
23. respiration __________ 23.
24. immediately __________ 24.
25. soap suds enema __________ 25.
26. prescription __________ 26.
27. three times a day __________ 27.

VI-60 28. telephone order __________ 28.

29. temperature __________ 29.

30. verbal order __________ 30.

6. Give the meaning for the following symbols:

a. c̄ ____________________ a.

b. s̄ ____________________ b.

c. > ____________________ c.

d. < ____________________ d.

e. ♀ ____________________ e.

f. ♂ ____________________ f.

MEDICAL TERMINOLOGY AND ABBREVIATIONS

ANSWERS TO UNIT TEST

Any five of the six.

1. a. diagnosis and treatment of diseases of the skin
   b. diagnosis and treatment of diseases of children
   c. diagnosis and treatment of diseases of the ear
   d. diagnosis and treatment of diseases of the eye
   e. care of women during pregnancy and childbirth
   f. medical care of the aged

2. 1. k
   2. c
   3. i
   4. b
   5. f
   6. d
   7. h
   8. j
   9. a
   10. g

3. a. gland
   b. cell
   c. sweet
   d. stone
   e. mind
   f. cartilage
   g. skull
   h. digit
   i. bone
   j. muscle
   k. bile
   l. liver
   m. gatekeeper
   n. mouth
   o. heart
   p. blood
   q. vein
   r. clot
   s. brain
   t. nerve
   u. nose
   v. membrane

w. kidney
x. pelvis
y. lung
z. uterus
aa. breast
bb. tube
cc. testicle
dd. green
ee. red

4. a. away from
b. both
c. slow
d. around
e. against
f. upon or over
g. less than or below
h. outside
i. bad or painful
j. between
k. after
l. before
m. backward
n. half
o. under or beneath
p. excision
q. pain
r. condition
s. inflammation
t. softening
u. enlargement
v. path
w. tumor
x. fear or
y. rupture

5. A. 1. licensed vocational nurse
2. nurse aide
3. registered nurse
4. medical doctor

B. 1. Cardiac Care Unit
2. Intensive Care Unit
3. Obstetrics
4. Emergency Room
5. Physical Therapy
6. Central Supply

C. 1. blood urea nitrogen
2. complete blood count
3. cerebrospinal fluid
4. red blood count
5. urinalysis

D. 1. a.c.
2. ad lib
3. b.i.d.
4. BM
5. A.M.
6. BP
7. C
8. cm
9. DPT
10. F
11. gtt
12. h
13. h.s.
14. kg
15. ml
16. n.p.o.
17. p.r.n.
18. P
19. O.O.B.
20. p.c.
21. q.d.
22. q.2h.
23. R
24. STAT
25. SSE
26. R_x
27. t.i.d.
28. T.O.
29. T
30. V.O.

6. a. with
b. without
c. greater than
d. less than
e. female
f. male

Doctor of Osteopathy

Licensed Vocational Nurse sometimes called a Licensed Practical Nurse LPN

Medical Doctor

Medical Technologist

Nurse Aide

Physical Therapist

M. T.	**D. O.**
N. A.	**L. V. N.**
P. T.	**M. D.**

three times daily

three times a night

telephone order

vital signs

tincture

ointment

TPR

t.i.d.

tr.

t.i.n.

ung.

T.O.

soap suds enema

half

immediately

syrup

temperature

rub well

syr.

T

tere bene

SSE

$\overline{\text{ss}}$

STAT

quantity sufficient

respiration

rectum

prescription (recipe)

write (let it be labeled)

if necessary

Rx	**QS**
sig	**R**
S.O.S.	**R**

every day

every hour

every 2 hours

four times a day

every other day

quantity not sufficient

q.i.d.	**q.d.**
q.o.d.	**q.h.**
QNS	**q.2h.**

both eyes

after meals

ounce

by mouth

pulse

as needed

p.c.

P. O.

p.r.n.

O. U.

oz.

P

night

nothing by mouth

right eye

out of bed

left eye

left eye

OOB	**noct**
O. L.	**NPO**
O. S.	**O. D.**

drop

hour

tonight

at bedtime

kilogram

liter

h.s.

kg.

L

gtt

h

h.n.

central nervous system

tomorrow night

diphtheria, pertussis, tetanus

elixir

Fahrenheit

gram

elix	CNS
F.	c.v.
gm	DPT

blood pressure

bathroom privilege

Celsius (centigrade)

calorie

cubic centimeter

centimeter

cal	BP
cc	BRP
cm	C.

twice daily

morning

twice a night

amount

bowel movement

axillary

b.i.d.

A.M.

b.i.n.

amt

BM

ax

specific gravity

urinalysis

white blood count

of each

before meals

as desired

āā

a.c.

ad lib

sp gr

ua

WBC

urine

verbal order

weight

fasting blood sugar

non protein nitrogen

red blood count

FBS	**ur**
NPN	**V. O.**
RBC	**wt**

blood urea nitrogen

complete blood count

Clinitest and Acetest

cerebrospinal fluid

hemoglobin

hematocrit

CSF	**BUN**
hb	**CBC**
hct	**C and A**

laboratory

medical intensive care unit

obstetrics

operating room

pediatrics

physical therapy

OR	**Lab**
PEDI	**MICU**
PT	**OB**

cardiac care unit

central supply

eye, ear, nose, and throat

emergency room

intensive care unit

inhalation therapy

ER	**CCU**
ICU	**CS**
IT	**EENT**

example: melanouria
melano--black
uria--urine
dark pigment in urine

example: poliosis
polio--gray
osis--condition
gray hair

example: porphyuria
porphyro--purple
uria--urine
excretion of unusual quantity of porphyrin

example: rhodopsin
rhodo--red
opsis--vision
visual purple

example: xanthoderma
xantho--yellow
derm--skin
yellowness of skin

RHODO

XANTHO

MELANO

POLIO

PORPHYRO

example: chloroma
chloros--green
oma--tumor
"green tumor"

example: cirrhosis
cirrhos--orange yellow
osis--condition
"yellow condition" liver disease

example: cyanosis
cyano--blue
osis--condition
"blue condition"--bluish skin color due to lack of oxygen

example: erythrocyte
erythro--red
cytos--cell
red blood cells

example: leucocyte
leuco--white
cytos--cell
white blood cell

example: corpus luteum
corpus--body
luteus--yellow
yellow body of ovary

ERYTHRO

LEUCO

LUTEUS

CHLOROS

CIRRHOS

CYANO

example: rhinoplasty

rhino--nose

plasty--plastic repair

plastic surgery of the nose

example: orchidoptosis

orchido--testicle

ptosis--falling

dropping of testicle

example: nephrorrhaphy

nephron--kidney

rhaphy--suture

surgical procedure of suturing the kidney

---

example: angiorrhexis

angio--vessel

rhexis--rupture

rupture of a blood vessel

example: colostomy

colo--colon

stoma--mouth

more or less permanent opening of the colon to the exterior

example: albinuria

albus--white

uris--urine

"white-urine",colorless urine

RHEXIS

STOMA

ALBUS

PLASTY

PTOSIS

RHAPHY

example: lipoma

lip--fat

oma--tumor

fatty tumor

example: otopathy

oto--ear

path--disease

disease of the ear

example: osteotomy

osteo--bone

otomy--incision

cutting through a bone

example: mastopexy

masto--breast

pexy--fixation

fixation of a breast

example: dermatosis

derma--skin

osis--condition of

diseased condition of the skin

example: ailurophobia

ailuros--cat

phobia--fear of

fear of cats

PATH

PEXY

PHOBIA

OMA

OTOMY

OSIS

example: lithiasis
lithos--stone
iasis--formation
formation of stone

example: otitis
oto--ear
itis--inflammation
inflammation of the ear

example: osteomalacia
osteo--bone
malacia--softening
softening of bone

example: enteromegaly
enteron--intestine
megaly--enlargement
abnormal enlargement of the intestine

example: trichoid
tricho--hair
oid--like
hairlike

example: cardiology
cardio--heart
ology--study of
diagnosis and treatment of diseases of the heart

MEGALY

OID

OLOGY

IASIS

ITIS

MALACIA

example: urology

uro--urine

ology--study of

study of urine (branch of medicine concerned with diseases of urinary system)

example: neuralgia

neuro--nerve

algia--pain

pain along course of a nerve

example: arthrodesis

arthro--joint

desis--fixation

surgical fixation of a joint

example: bronchiectasis

bronchi

ectasis--dilation

dilation of bronchi

example: appendectomy

appendix

ectomy--excision

surgical removal of appendix

example: linguaform

lingua--tongue

form--shape

tongue-shaped

ECTASIS

URO

ECTOMY

ALGIA

FORM

DESIS

example: suprarenal

supra--above

rena--kidney

above the kidney

example: symbiosis

sym--together

bios--life

living together

example: tachycardia

tachy--swift

cardia--heart

rapid heart beat

example: transfusion

trans--across

fusio--pouring

pouring across (transfer of blood from one person to another)

example: tricuspid

tri--three

cuspis--point

having three points (heart valve)

example: ultrasonic

ultra--beyond

sonus--sound

beyond sound (inaudible to human ear)

TRANS

TRI

ULTRA

SUPRA

SYM

TACHY

example: pericardium

peri--around

cardio--heart

membrane around the heart

example: postocular

post--behind

oculus--eye

behind the eye

example: preoperative

pre--before

operatus--operation

preceding an operation

example: prootic

pro--in front of

oto--ear

in front of the ear

example: retroversion

retro--backward

versio--turning

being turned backward, as the uterus

example: semilunar

semi--half

luna--moon

half-moon shaped (as semilunar valves of heart)

PRO

PERI

RETRO

POST

SEMI

PRE

example: exophthalmia
exo--out
ophthalmia--eye
abnormal protrusion of eyes

example: hyperacidity
hyper--excessive
acidus--acid (sour)
excessive acid (in stomach)

example: hypoacidity
hypo--under
acidus--acid (sour)
lack of acid (in stomach)

example: intercostal
inter--between
costa--rib
between the ribs

example: intradermal
intra--within
derma--skin
within the skin

example: parathyroid
para--beside
thyreos--shield (thyroid)
beside thyroid (small endocrine glands located close to thyroid)

INTER	EXO
INTRA	HYPER
PARA	HYPO

example: dysentery

dys--painful

enteron--intestine

inflammation of intestine with pain

example: ectomy

ec--out

tomy--excision

excision of any organ or gland

example: ectoparasite

ecto--outside

parasitos--parasite

parasite on outside of body

example: endoparasite

endo--in, within

parasitos--parasite

parasite inside of body

example: epidermis

epi--over

dermis--skin

external layer of skin

example: exit

exit--way out

the way out

ENDO

EPI

EX

DYS

EC

ECTO

example: bilateral

bi--both

latus--side

pertaining to two sides of the body

example: bradycardia

brady--slow

cardio--heart

slow heart action

example: circumrenal

circum--around

renal--kidney

around the kidney

example: concentric

con--together

centric--center

having a common center

example: contraception

contra--against

conception--conceiving

prevention of conceiving

example: decaput

de--away from

caput--head

separation of head from body

CON

CONTRA

DE

BI

BRADY

CIRCUM

example: pulmonectomy

pulmo--lung

ectomy--excision

surgical removal of a lung

example: abnormal

ab--away from

norma--rule

away from the rule

example: apnea

a--without

pnea--breath

without breath

example: ambidextrous

ambi--both

dexter--skillful

uses both hands with equal eas

example: antepartum

ante--before

partum--labor

before labor begins

example: antisepsis

anti--against

sepsis--infection

prevention of growth of bacter

AMBI

ANTE

ANTI

PULM

AB

A

breast

Example: mastectomy

mast--breast

ectomy--excision

surgical removal of breast

MAST

285

example: cervicectomy

cervi--neck

ectomy--excision

surgical removal of uterine cervix

example: metrectomy

metr--uterus

ectomy--excision

surgical removal of uterus

example: hysterectomy

hyster--uterus

ectomy--excision

surgical removal of uterus

example: oophoritis

oophoro--ovary

itis--inflammation of

inflammation of the ovary

example: mammalgia

mamma--breast

algia--pain

breast pain

example: orchidoptosis

orchido--testicle

ptosis--falling

dropping of testicle

METR

OOPHORO

ORCHIDO

CERVI

HYSTER

MAMMA

example: salpingitis

salping--tube

itis--inflammation of

inflammation of tube

example: cystitis

cysto--bladder

itis--inflammation

inflammation of the bladder

example: nephrectomy

nephro--kidney

ectomy--excision

surgical removal of a kidney

example: pyelitis

pyelo--pelvis

itis--inflammation of

inflammation of the pelvis of the kidney

example: reniform

ren--kidney

form--shape

kidney-shaped

example: pneumonectomy

pneumon--lung

ectomy--excision

surgical removal of a lung

PYELO

SALPING

REN

CYSTO

PNEUMON

NEPHRO

example: encephalitis

encephalo--brain

itis--inflammation

inflammation of the brain

example: meningitis

meningo--membrane

itis--inflammation

inflammation of the membrane of the brain and spinal cord

example: neurology

neuro--nerve

ology--study of

branch of medicine dealing with nervous system and its diseases

example: ophthalmology

ophthalm--eye

ology--study of

branch of medicine dealing with diagnosis and treatment of eye diseases

example: otitis

oto--ear

itis--inflammation

inflammation of the ear

example: rhinoplasty

rhin--nose

plasty--surgical correction of, plastic repair of

plastic surgery of the nose

OPHTHALM

OTO

RHIN

ENCEPHALO

MENINGO

NEURO

example: cardiorrhaphy
cardi--heart
rhaphy--suture
suture of heart muscle

example: thrombosis
thrombo--clot
osis--condition
formation of a blood clot

example: hemolysis
hem--blood
lysis--dissolution
dissolving of red blood cells

example: venotomy
vena--vein
otomy--incision
incision into a vein

example: phlebotomy
phleb--vein
otomy--incision
drawing of blood from a vein

example: cerebromalacia
cerebro--brain
malacia--softening
softening of the brain

THROMBO	CARDI
VENA	HEM
CEREBRO	PHLEB

mple: ileitis

--ileum

s--inflammation

lammation of the ileum

mple: laparotomy

aro--abdomen

my--incision

ision of the abdomen

mple: proctology

cto--anus

gy--study of

se of medicine that deals with treatment
diseases of colon, rectum, and anus

example: pylorotomy

pyloro--gatekepper

otomy--incision

incision into the pylorus

example: stomatitis

stoma--mouth

itis--inflammation of

inflammation of the mouth

example: angioma

angio--vessel

oma--tumor

tumor of a blood vessel

PYLORO

STOMA

ANGIO

ILE

LAPARO

PROCTO

xample: pedicure

edi--foot

ura--care

are of the feet

xample: spondylitis

pondyl--vertebra

tis--inflammation

nflammation of vertebra

xample: cholecystitis

hol--bile

ysto--bladder

tis--inflammation

nflammation of gall bladder

example: enteritis

entero--intestine

itis--inflammation

inflammation of the intestine

example: gastroplasty

gastr--stomach

plasty--surgical correction

plastic surgery on the stomach

example: hepatoma

hepat--liver

oma--tumor

tumor of the liver

ENTERO

GASTR

HEPAT

PEDI

SPONDYL

CHOL

example: dactylitis

dactyl--finger

itis--inflammation

inflammation of finger

example: iliosacral

ili--ilium

sacral--sacrum

pertaining to region of junction of ilium and sacrum

example: manicure

manus--hand

cura--care

care of the hands

---

example: myelomo

myel--marrow

oma--tumor

tumor originating in bone marrow

example: myoedema

myo--muscle

edema--swelling

swelling of a muscle

example: osteoplasty

osteo--bone

plasty--surgical correction

surgical correction or repair of a bone

MYEL

MYO

OSTEO

DACTYL

ILI

MANUS

example: hair
tricho---hair
oid--like
hairlike

example: visceromegaly
viscer --body organ
megaly--enlargement
enlargement of abdominal body organs

example: carpectomy
carpo--wrist
ectomy--excision
excision of the wrist

example: chondromalacia
chondr --cartilage
malacia--softening
softening of cartilage

example: costa
costa--rib
algia--pain
pain in a rib

example: craniotomy
cranio--skull
otomy--incision
incision through the skull

CHONDR

COSTA

CRANIO

TRICHO

VISCER

CARPO

example: lipoma

lip--fat

oma--tumor

fatty tumor

example: lithotomy

lith--stone

otomy--incision

removal of stone by incision

example: psoriasis

psora--itch

iasis--condition

dermatitis, itching skin condition

example: psychiatry

psycho--mind

iatric--medical treatment

branch of medicine which deals with diagnosis and treatment of diseases of the mind

example: pyogenic

pyo--pus

genic--orgin

pus producing

example: radiology

radi--ray

ology--study of

branch of medicine concerned with use of radioactive substances

PSYCHO

PYO

RADI

LIP

LITH

PSORA

example: adenoma

adeno--gland

oma--tumor

tumor of a gland

example: calculosis

calculus--stone

osis--condition

presence of a stone

example: cutitis

cutis--skin

itis--inflammation

inflammation of the skin

example: cytology

cyto--cell

ology--study of

study of cells

example: glycosuria

glyco--sweet

uria--urine

presence of sugar in urine

example: linguiform

lingua--tongue

form--shape

tongue-shaped

CYTO

GLYCO

LINGUA

ADENO

CALCULUS

CUTIS

mm	R.I.T.
ml	R.N.
n.b.	m

Registered Inhalation Therapist

Registered Nurse

minim

milliliter

millimeter

note well

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

UNIT OBJECTIVE

After completing this unit, the student will be able to discuss the importance of sterilization and methods of sterilization, and demonstrate procedures involved in washing hands using aseptic technique. The student will also be able to identify isolation techniques, clean glassware, equipment, and a treatment or examination room. This knowledge will be evidenced through demonstration and by satisfactory completion of a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms and definitions relating to medical asepsis and sterilization, and complete statements using assigned terms.
2. Discuss the important points of aseptic handwashing.
3. Explain the importance of sterilization.
4. Discuss methods of sterilization.
5. Describe the cleaning and preparation of instruments for sterilization.
6. List procedures for preparation of linens for sterilization.
7. Discuss proper procedure for cleaning glassware and tubing.
8. List types of surfaces to be cleaned in an examination or treatment room.
9. Explain isolation and reverse isolation techniques.
10. List ways in which organisms are spread.
11. Demonstrate the ability to:
    a. Wash hands using aseptic technique.

b. Clean an examination or treatment room.

c. Clean dirty or used glassware.

d. Clean stained or encrusted glassware.

e. Put on and remove mask.

f. Prepare linen for sterilization.

g. Wash hands using the aseptic technique.

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide objective sheet.

  B. Discuss objective sheet.

  C. Pass out information sheet.

  D. Discuss information sheet.

  E. Make and show transparencies.

  F. Distribute and discuss assignment and job sheets.

  G. Demonstrate procedures outlined in job sheets.

  H. Give test and evaluate results.

II. Student:

  A. Participate in discussion of objective sheet.

  B. Read and discuss material contained in information sheet.

  C. Complete assignment sheets.

  D. Observe film and film strips.

  E. Demonstrate proficiency in performing the procedures outlined in job sheet.

  F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters:

1. VII-TM-1--Ways Organisms Are Spread
2. VII-TM-2--Autoclave
3. VII-TM-3--Sterilizing Oven
4. VII-TM-4--Ultrasonic Cleaner
5. VII-TM-5--Folding Gown-Open Back
6. VII-TM-6--Folding Gown-Wrap Around
7. VII-TM-7--Types of Brushes

D. Assignment Sheets

1. Assignment Sheet #1--Observe Film and Film Strips and Practice Handwashing
2. Assignment Sheet #2--Methods of Sterilization
3. Assignment Sheet #3--Reverse Isolation and Contagious Diseases
4. Assignment Sheet #4--Word Find Puzzle

E. Answers to Assignment Sheets

F. Job Sheets

1. Job Sheet #1--Wash Hands Using Aseptic Technique
2. Job Sheet #2--Clean an Examination or Treatment Room
3. Job Sheet #3--Clean Dirty or Used Glassware
4. Job Sheet #4--Clean Stained or Encrusted Glassware
5. Job Sheet #5--Put on and Remove Mask

G. Test

H. Answers to test

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T. The University of Texas at Austin, Division of Extension. Supervised Study Guide for Medical Laboratory Aide, 4th ed. Austin: Texas State Department of Education, Industrial Education Division, 1970, pp. B-2, B-3.

III. Films

A. "Handwashing Procedure". Health Employees Learning Programs, Re-com, Division of Hoffman-LaRoche, Inc., Nutley, New Jersey. 07110.

B. "Hospital Sepsis". ANA and NLN. Film Library (also available at some local Public Health Depts.)

IV. Film Strips

A. "Bacteria Control: Equipment Cleanliness", Trainex Corporation, Garden Grove, California 94642.

B. "Medical Asepsis", BN-110. Trainex Corporation, Garden Grove, California. 94642.

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

INFORMATION SHEET

I. Terms and definitions

   A. Antiseptic--Chemical substance that kills microorganisms or prevents their growth on living tissue (May be used on skin or mucous membrane)

   B. Asepsis--Absence of microorganisms which cause infections

   C. Autoclave--Apparatus for sterilization by steam pressure, usually for a specified time

   D. Chemical agent--A chemical compound that is prepared in solution and in the correct strength, in order to kill bacteria

   E. Clean--Uncontaminated, relatively free of pathogens

   F. Concurrent disinfection--Daily care of all contaminated equipment and utensils

   G. Contaminate--To make unsterile or unclean by direct contact or exposure

   H. Decontamination--The process of destroying or inactivating microorganisms

   I. Detergent--A synthetic cleaning or wetting agent

   J. Disinfectant--An agent which destroys or inhibits the growth of bacteria on inanimate objects (Used in cleaning)

   K. Excreta--Waste matter excreted from body, includes feces, urine and perspiration

   L. Expendable--Used up in normal use

   M. Fomites--Substances that absorb and transmit infectious material

   N. Germicide--An agent that destroys germs

   O. Infection--Invasion of the body by microorganisms

P. Isolation--Limited movement and social contacts of a person (or carrier) with an infectious or communicable disease

Q. Leukopenia--Abnormal decrease in number of white blood corpuscles

R. Medical asepsis--Technique used to prevent the transfer of disease-producing organisms from person to person or from place to place

S. Microbiology--The study of the physical characteristics, life habits, and reproduction of microorganisms

T. Muslin--A plain woven cotton fabric

U. Physical agent--A non-chemical agent that will affect the growth of bacteria, or destroy them

V. Reverse isolation--Condition in which the environment, the patient, and all objects coming in contact with the patient are sterile

W. Sanitary--Pertaining to conditions conducive to good health, clean

X. Sepsis--Presence of pathogens or toxins in the blood or tissue

Y. Spore--Resistant form, formed by some bacteria, difficult to destroy by sterilization

Z. Sterile--Free from all living microorganisms

AA. Surgical asepsis--Technique used in keeping objects free from all microorganisms; used in surgery

BB. Terminal disinfection--The care of utensils and equipment when a patient has been dismissed or transferred from a unit

CC. Ultrasonic cleanser--Cleaner that uses ultrasonic mechanical vibrations to loosen dirt and debris from tools and equipment

II. Important points of aseptic hand washing

A. Stand away from sink. Do not touch the sink or faucets once you start washing hands. They are considered very dirty.

B. Wetting the hands thoroughly promotes lather.

C. Handwashing is the best way to prevent cross-infection. Rubbing promotes friction.

D. Keep fingertips down so bacteria will run off the fingertips into the sink.

E. Work from clean area-the wrist-to the dirty area-the fingertips.

F. Avoid contamination of the handles for the next person washing their hands.

G. This is an extra precaution to prevent you from carrying any germs to your next patient.

III. Importance of sterilization

A. Sterilization of contaminated materials for:

1. Safety of patients
2. Safety of hospital personnel
3. Community safety and public health

B. Preparation of materials for:

1. Patient use
2. Surgical use
3. Laboratory use

IV. Methods of Sterilization

A. Moist heat (autoclave). Steam under pressure; usually 15 minutes at 15# pressure p.s.i., temperature 121°C for 15 minutes. Used for:

1. Glassware
2. Sharp edged or hinged instruments
3. Syringes and needles
4. Rubber catheters and drain tubes
5. Linens
6. Sponges

B. Dry heat (Oven) - 160°C for 2 hours. Used for:

1. Glassware, as test tubes plugged with cotton, Petri dishes, and plugged flasks

2. Metal instruments

C. Chemicals - Sterilization by action of ethylene oxide gas

1. Used for polyethylene items as those used in anesthesia or for respiratory therapy, lenses and electrical equipment

2. Requires 3-5 hours exposure to chemical

3. Articles must be aerated after sterilization to avoid hazard of toxic residue

4. Plastic materials must be aerated for 48 hours, rubber articles for 72 hours

D. Disinfection

1. Boiling water for 10 minutes (100°C at sea level)

2. 70% ethyl or isopropyl alcohol

3. Quarternary ammonium compounds as Zephiran, Cetylcide or Radiol.* (Exact time and dilution recommended by manufacturer should be used.)

E. Tests for efficacy of sterilization procedures

1. Mechanical controls, as the graphic chart of an autoclave which records temperature, time and date of operation

2. Chemical controls

a. Sealed glass tubes containing pellets which melt when the temperature has reached a certain degree, e.g. "Diack" controls

b. Color-change cards and strips impregnated with dye that changes color when exposed to moist heat in controlled amounts and time. (e.g. "Steam-clox")

c. Sterilization-indicating tapes, which have markings that change color when exposed to adequate time and temperature, as "3M" tape

3. Biological controls

   a. Most effective method of confirming sterility

   b. Method

      1. Spores of non-pathogenic bacteria are placed on paper strips or in sealed ampules.

      2. Paper strips or ampules are placed in sterilizer along with regular load and subjected to sterilization process.

      3. After completion of sterilization, paper or ampules are sent to bacteriology laboratory for incubation under optimum conditions for bacterial growth.

      4. If no growth occurs, the spores have been destroyed which indicates that sterilization is complete. Growth of bacteria indicates that sterilization procedure did not destroy all bacteria.

V. Cleaning and preparing instruments for sterilization

   A. Immediately after use, open instruments and rinse under running water to remove gross soil.

   B. Separate routine instruments from sharp instruments.

   C. Remove knife blades and discard using institution's recommended safety precautions.

   D. Disassemble all instruments consisting of 2 or more parts to allow cleaning medium and steam to reach all surfaces.

   E. Place instruments in wire tray or wire basket and terminally sterilize in washer-sterilizer. This decontamination will prevent cross contamination, and protect personnel from infection.

   F. Process instruments through ultrasonic cycle, or thoroughly wash by hand using stiff brush and detergent.

   G. Sort instruments, inspect for cleanliness, wrap small groups or single instruments in muslin wrappers, or paper.

J. Secure with pressure-sensitive tape and label.

VI. Preparation of linens for sterilization

A. Use only freshly-laundered fabric.

B. Fold linens as instructed by office or hospital.

C. Follow routine accepted by office or hospital for number of items to be included in each pack, and order of placement.

D. Pack loosely to allow steam to circulate.

E. Pack size should not exceed 12" x 12" x 20" nor weigh more than 12 pounds.

F. Wrap items in 1 double thickness muslin wrapper and label.

G. Label with expiration date.

VII. Cleaning glassware and tubing

A. Condition of glassware

1. New--(never used)--Treat as dirty vessel and clean with detergent before using.

2. Clean used--Vessel has been used, cleaned and stored, ready for use; need not be cleaned before next use unless it appears dirty.

3. Dirty used--Vessel that has been used. May appear clean, but must be cleaned by washing in detergent.

4. Stained/encrusted--Clean first with detergent, then with acid solution such as chromic acid.

B. Cleaning procedures for glassware

1. Dirty vessels--New or used

a. Wash with brush in detergent solution.

b. Rinse in tap water.

c. Rinse in distilled water (or demineralized water)

2. Stained or encrusted vessels
    a. Immerse in acid solution.
    b. Rinse in tap water.
    c. Rinse in distilled water.

3. Cleaning plastic or rubber tubing
    a. Rinse in cold water to remove blood, mucus or drainage.
    b. May use suction to thoroughly rinse inside of tubular equipment.
    c. Wash inside and out in detergent solution and rinse thoroughly with cold tap water.
    d. Flush with distilled water before packaging to add moisture to linen and ensure sterilization of all surfaces. This also helps prevent overheating of tubing.
    e. Package in tubing paper or muslin following standard procedure for your office or hospital.
    f. Sterilize in autoclave 30 minutes at 250° F.

VIII. Cleaning an examination or treatment room

A. Types of surfaces

1. Chrome and stainless steel equipment
    a. Wipe with a damp cloth, polish with dry cloth.
    b. Use non-scratching cleanser followed by polish if stained.

2. Enamel
    a. Wipe with clean cloth; polish with dry cloth.
    b. Wax lightly at intervals.
    c. Repair chipping with enamel finish.

3. Wood
    a. Dust daily with cloth.
    b. Wax frequently.
4. Plastic
    a. Wash with mild soap or detergent.
    b. Rinse and dry.
5. Leather
    a. Clean with cloth dampened in warm water and mild soap.
    b. Remove all traces of soap film.
    c. Rub briskly to dry.
6. Glass or ceramic
    a. Wash with detergent.
    b. Rinse with water and dry.

B. Steps in cleaning an examination or treatment room

1. Remove and store any item not needed in room.
2. Take care to ensure safety of patient's articles.
3. Place waste paper materials, such as table covers , tissue etc. in container for burning.
4. Place soiled linen in linen hamper and replace with clean.
5. Dust all furniture in room each morning. Clean equipment between patients with damp cloth as needed.
6. Remove all used instruments and materials,e.g., scissors, probes, and bandages as soon as patient quits examination or treatment room. Return instruments to utility room for cleaning.
7. Walls, windows, and floors are usually maintained by housekeeping staff.

8. Check room prior to admission of patients to be sure that the room is scrupulously clean, odor free, and uncluttered.

IX. Isolation and reverse isolation technique

A. Isolation technique is used in caring for patients suffering from a communicable disease.

B. Preparation of the isolation unit

1. Place sign on door labeled, "Isolation," or "Precaution," as hospital policy dictates.

2. Prepare a bedside table at the door with the following clean supplies:

a. Isolation gowns

b. Masks

c. Paper and plastic disposable bags

d. Large laundry bags specially marked ISOLATION

3. Prepare inside of isolation room.

a. Line wastebasket with disposable bag.

b. Provide laundry hamper and bag.

c. Provide supply of disposable towels and liquid soap in dispenser.

d. Prepare bedside stand with standard equipment.

C. Masking

1. Put on mask

a. Remove rings; place inside uniform pocket.

b. Place watch on a clean paper towel. You will need to take a watch into the room with you.

c. Place mask over nose and mouth and tie securely.

2. Remove mask (Do this after removing gown)

   a. Wash hands

   b. Untie strings, hold them to remove mask and discard in appropriate container.

   c. Wash hands.

D. Gowning

1. To put on gown:

   a. Slip arms into sleeves.

   b. Place fingers under inside of neck band and grasp ties in back. Secure in bowknot.

   c. Reach behind you, fold edges of gown over to completely cover uniform, secure waist ties in bowknot.

2. To remove contaminated gown:

   a. Undo waist ties.

   b. Turn water faucets with clean paper towel, discard towel properly.

   c. Wash hands using aseptic procedure. Dry with paper towel. Discard towel.

   d. Turn off water faucets with clean paper towel.

   e. Undo neck ties, loosen gown at shoulders.

   f. Place fingers of right hand inside left cuff without touching outside of gown. Pull gown over right hand.

   g. Using gown-covered left hand, pull down over right hand.

   h. Fold gown with contaminated side inside, roll, and deposit in laundry bag.

   i. Wash hands.

   j. Retrieve watch from clean paper towel touching only clean side. Place paper towel in container.

   k. Open door using clean paper towel on knob. Place towel in container.

E. Care of contaminated objects.

1. Linen

    a. Place contaminated linen in laundry bag in isolated room, and close top of bag.

    b. A "clean" person then cuffs and holds a specially marked second laundry bag outside the room.

    c. Deposit closed bag containing contaminated linen in second cuffed, labeled bag.

    d. Cover second bag securely and deposit as hospital requires.

2. Dishes and expendables

    a. Meal tray is handed to nurse in isolation room.

    b. Left-over food is scraped into toilet or lined waste receptacle.

    c. Tray with dishes is placed in cuffed plastic bag held by "clean" person outside door.

    d. Bag is securely tied, labeled ISOLATION and sent to kitchen.

3. Dressings

    a. Seal in plastic bag, then place in outside cuffed bag. Cuffed bag is sealed and disposed of according to hospital policy. (Usually burned)

F. Disposal of excreta of isolated patient

1. In disease where pathogens are present in urine or feces, disinfect excreta prior to disposal in toilet.

2. Check with the head nurse for hospital procedure.

G. Reverse isolation -- the method used to protect the patient from contact with outside bacteria. Method is used when patient's resistance to bacterial infection is impaired, as in severe burns or leukopenia.

1. Room is prepared as in isolation.

2. All personnel entering room must wash hands, and don sterile cap, mask, and gown.

3. Use clean equipment each time the patient is cared for. Discard disposable personal hygiene equipment.

4. Keep room free of clutter. Remove used equipment promptly. Keep solutions covered.

X. Ways organisms are spread:

A. Patient to patient

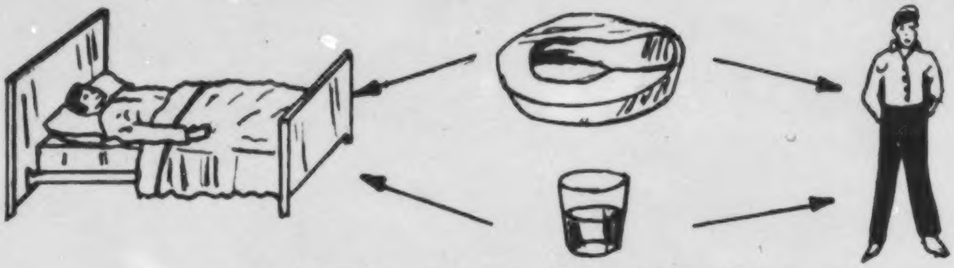
B. Worker to patient

C. Worker to worker

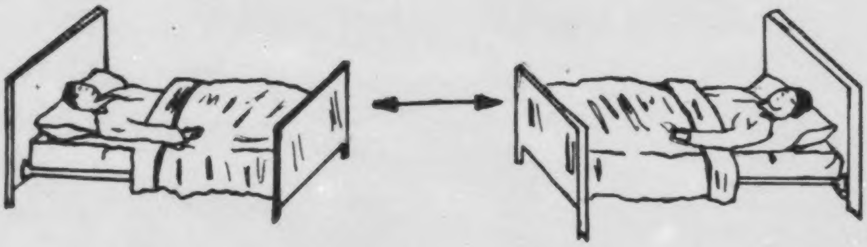
D. Equipment to worker

E. Equipment to patient

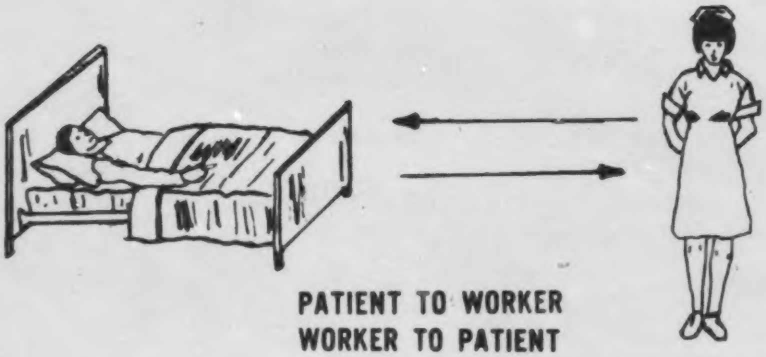
WAYS ORGANISMS ARE SPREAD



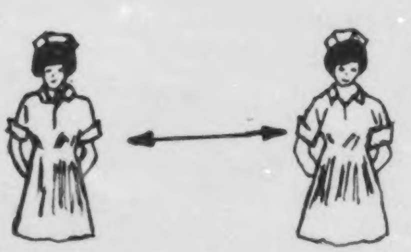
HOSPITAL EQUIPMENT TO PATIENT OR WORKER



PATIENT TO PATIENT

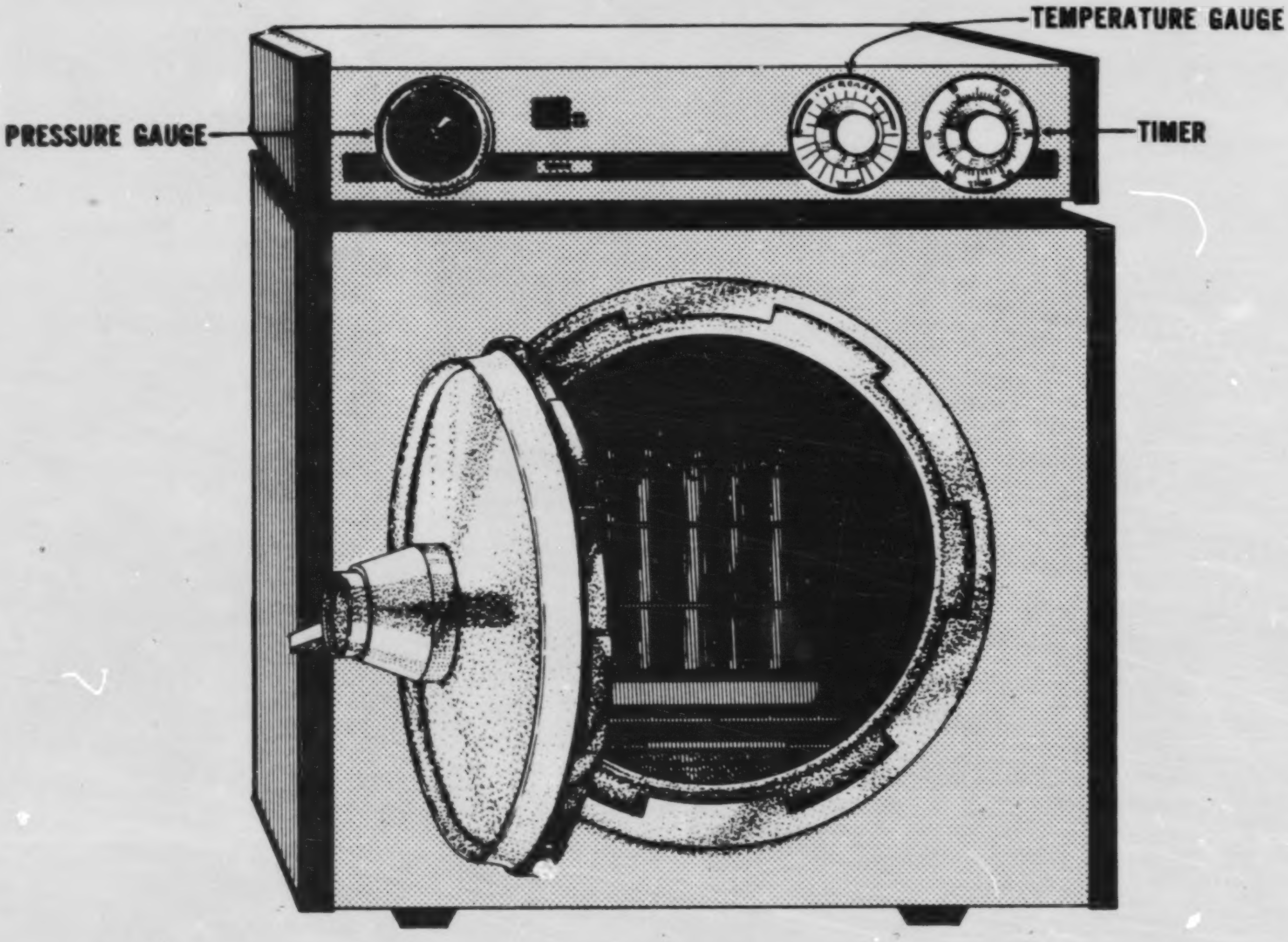


PATIENT TO WORKER
WORKER TO PATIENT



WORKER TO WORKER

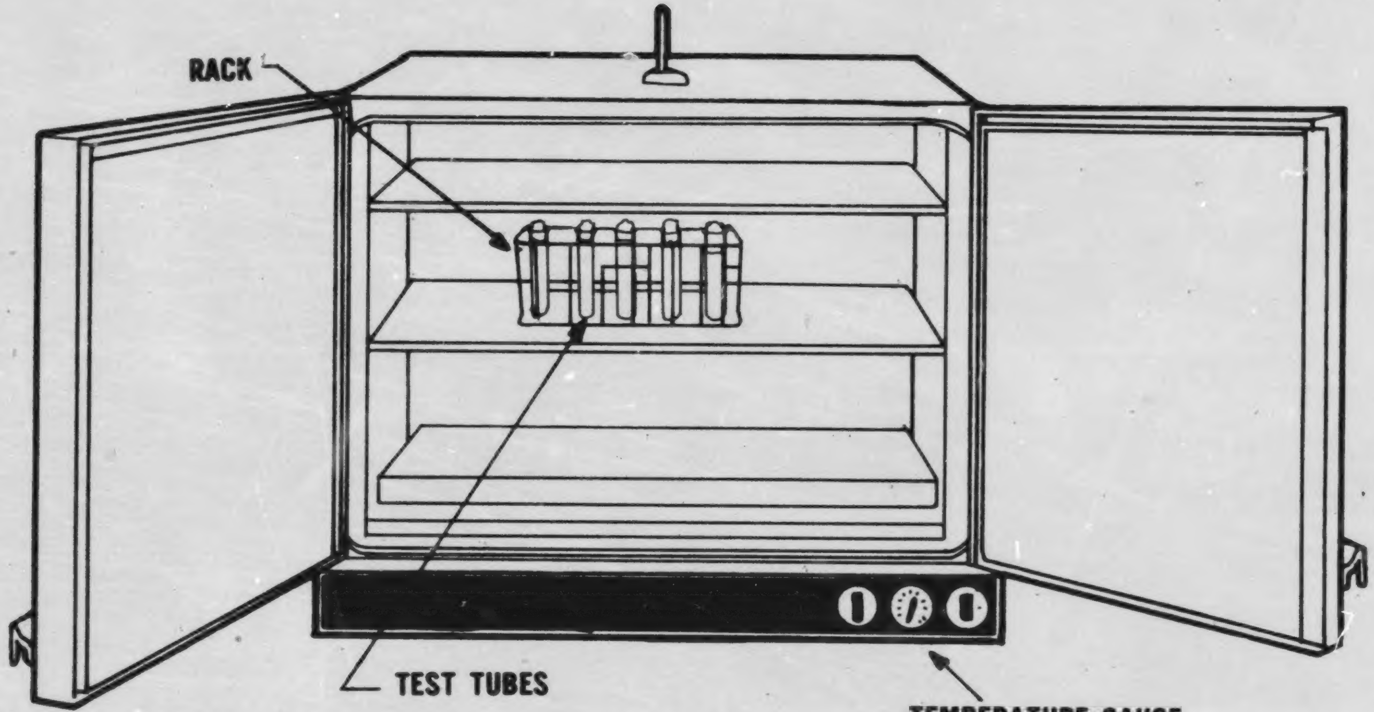
AUTOCLAVE



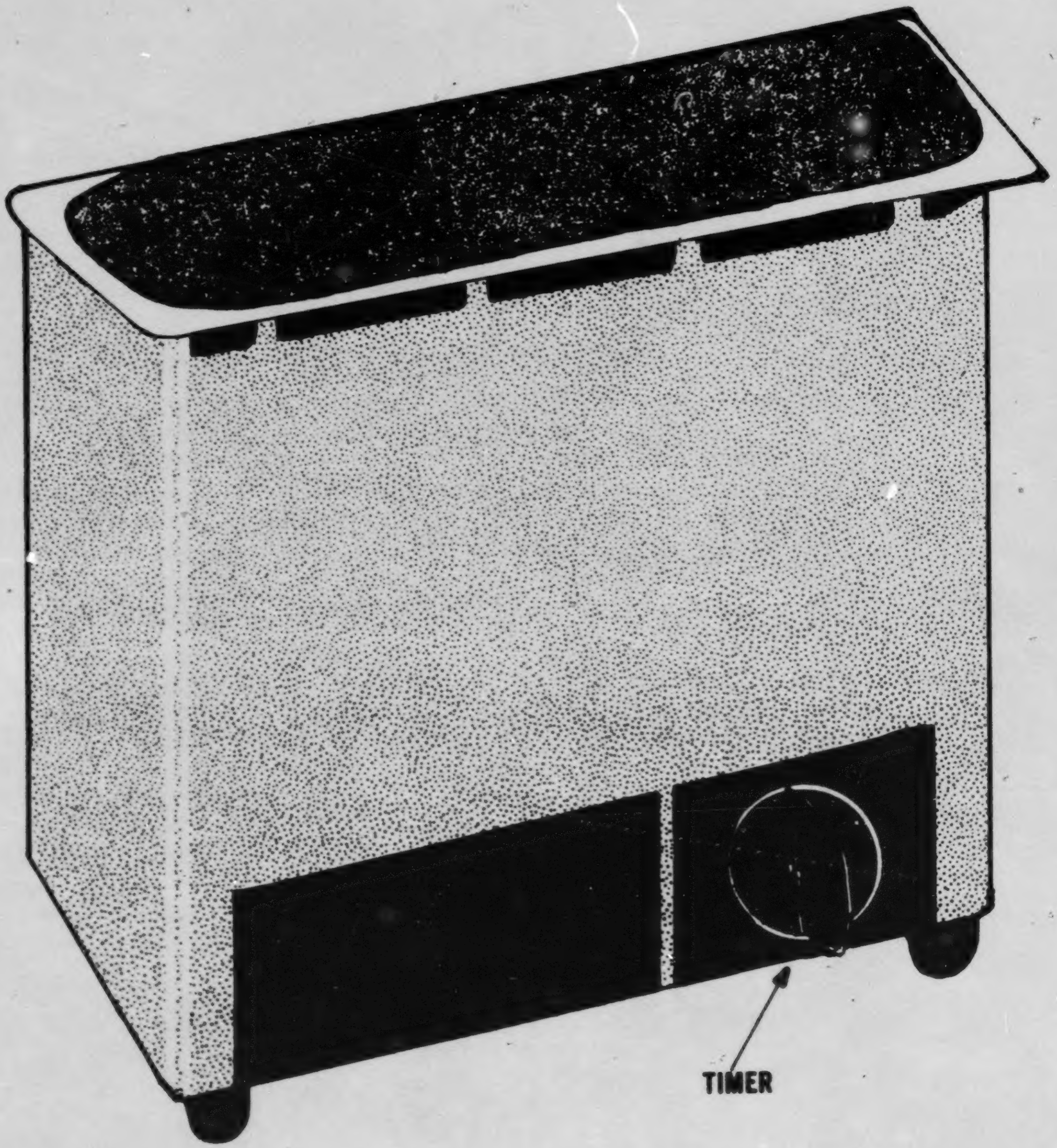
VIII-TM-2

VII-21

STERILIZING OVEN

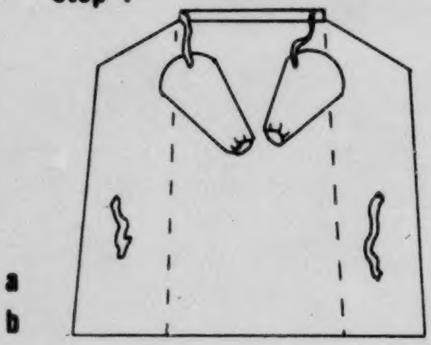


ULTRASONIC CLEANER



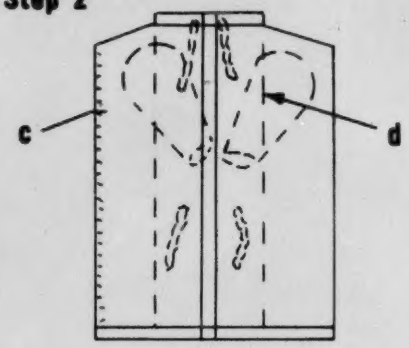
Gown Folding: "Open-Back"

Step 1



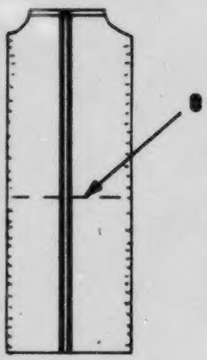
Place gown on table with outside facing up; fold at lines a and b.

Step 2



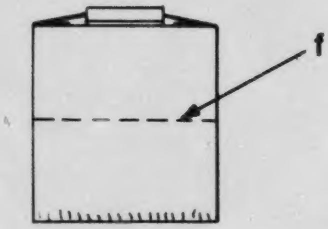
Fold at lines c and d.

Step 3



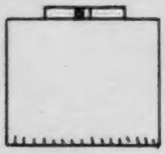
Fold at line e.

Step 4



Fold at line f.

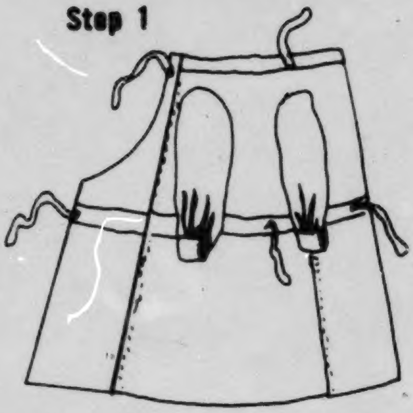
Step 5



Gown is now ready to be placed in pack.

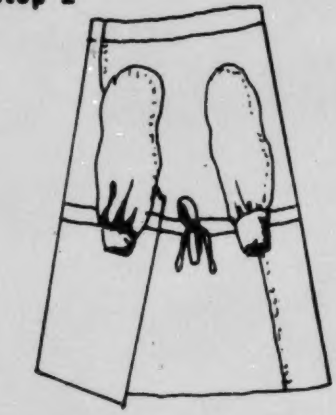
Gown Folding: "Wrap-Around"

Step 1



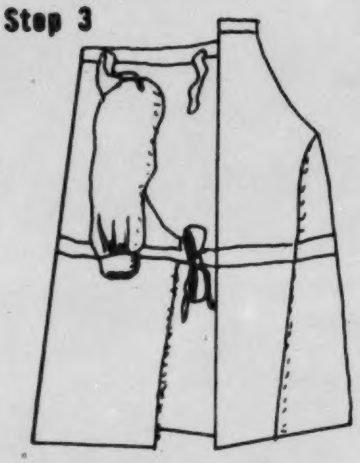
Place gown on table with outside facing up; fold the flap side up and under the sleeve along the seam (see Step 2).

Step 2



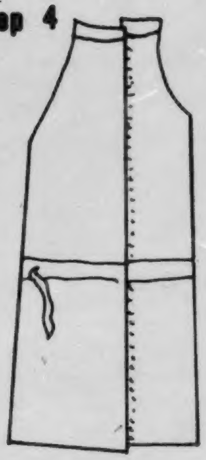
Tie the ends of the tunnel belt into a loose bow; pull sleeve to the outside.

Step 3



Fold right side to center.

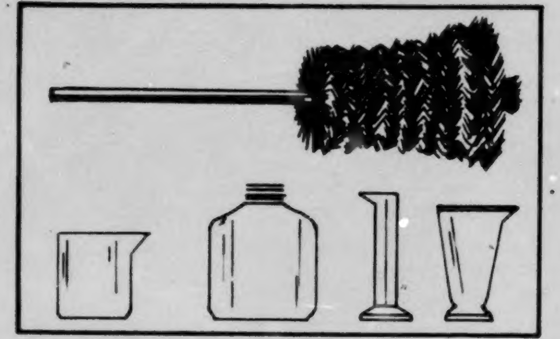
Step 4



Fold left side to center and continue folding as for "open-back" method.

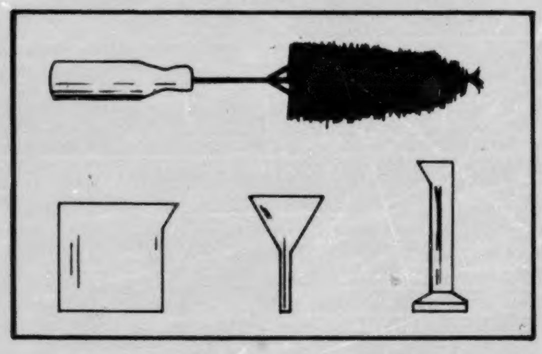
Types of Brushes

Beaker Brush



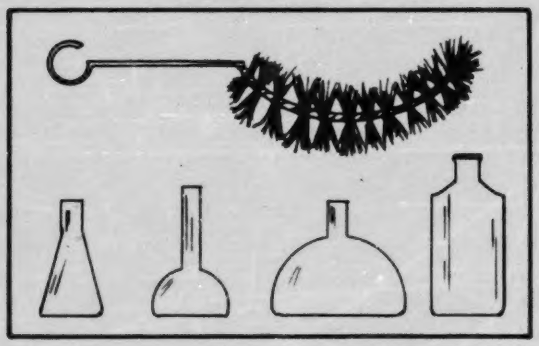
Used for cleaning large, wide-mouthed vessels.

Graduate Brush



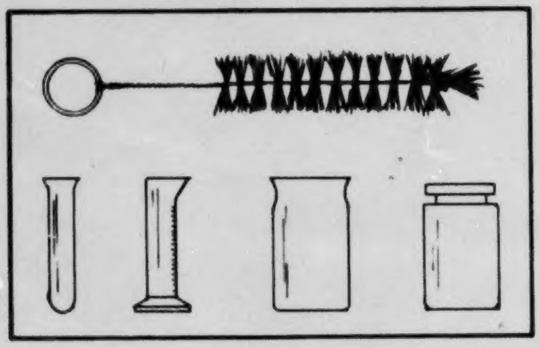
Used to clean vessels having cylindrical shape.

Flask Brush



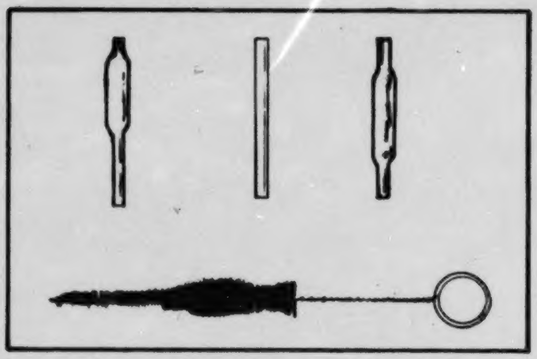
Used to clean vessels with narrow necks and odd shapes.

Test Tube Brush



Used to clean tubes and small bottles

Pipette Brush



Used to clean pipettes .

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

ASSIGNMENT SHEET #1 - OBSERVE FILMS AND FILM STRIPS; DISCUSS AND PRACTICE HANDWASHING

Directions:

1. Observe films
    - A. "Handwashing Procedure"
    - B. "Hospital Sepsis"
2. Observe film strips
    - A. "Bacteria Control: Equipment Cleanliness"
    - B. "Medical Asepsis"
3. Write a short discussion of each film.
4. Practice hand washing using aseptic techniques as explained in instruction sheet.

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURE

ASSIGNMENT SHEET #2--METHODS OF STERILIZATION

Directions: Check the preferred method of sterilization for each of the following items.

	Dry Heat (Oven)	Chemical	Autoclave
1. Test tube plugged with cotton			
2. Rubber catheter			
3. Surgical gloves			
4. Nebulizer (respiratory therapy)			
5. Petri dishes			
6. Linens			
7. Stainless steel forceps (holders)			
8. Levin tube			
9. Lensed instrument			
10. Ventilator (respiratory therapy)			

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

ASSIGNMENT SHEET #3--REVERSE ISOLATION AND CONTAGIOUS DISEASES

Directions: Answer the following.

1. Write a paragraph explaining conditions in which reverse isolation is needed by the patient.

2. List five contagious diseases for which isolation procedures should be used.

   a.

   b.

   c.

   d.

   e.

UNIT VII

MEDICAL ASEPSIS & STERILIZATION PROCEDURES

ASSIGNMENT SHEET #4--WORD FIND PUZZLE

Directions: 24 terms from the information sheet are to be found in the word find puzzle. They may be vertical, horizontal, or diagonal. Circle each word as you find it.

C	R	E	V	E	R	S	E	I	S	O	L	A	T	I	O	N	A
D	O	I	N	F	E	C	T	I	O	N	F	M	U	S	L	I	N
S	L	N	O	I	T	A	L	O	S	I	K	J	I	N	H	G	T
I	D	E	T	E	R	G	E	N	T	M	N	A	T	O	S	O	I
S	P	Q	B	A	C	T	E	R	I	A	R	S	A	I	I	E	S
P	E	E	X	B	M	W	V	C	A	U	T	F	I	T	S	D	E
E	L	Y	O	Z	S	I	S	P	E	S	A	O	N	A	P	I	P
S	B	Y	R	A	T	I	N	A	S	B	A	M	E	N	E	C	T
A	A	C	D	W	N	E	F	A	H	J	K	I	P	I	S	I	I
L	D	I	S	I	N	F	E	C	T	A	N	T	O	M	A	M	C
A	N	L	P	M	N	X	O	A	P	E	Q	E	K	A	L	R	R
C	E	X	O	W	C	B	I	V	A	U	T	S	U	T	A	E	S
I	P	Y	R	R	Z	M	S	T	E	R	I	L	E	N	C	G	T
D	X	D	E	A	E	V	Y	W	U	S	T	R	L	O	I	P	O
E	E	T	E	K	V	F	H	J	L	K	T	U	O	C	G	P	L
M	A	A	U	T	O	C	L	A	V	E	K	T	N	E	R	O	M
S	T	E	T	N	A	T	C	E	F	N	I	S	I	D	U	C	E
U	L	T	R	A	S	O	N	I	C	C	L	E	A	N	S	E	R

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Activity must be accomplished to the satisfaction of the instructor.

Assignment Sheet #2

	Dry Heat (Oven)	Chemical	Autoclave
1. Test tube plugged with cotton	✓		
2. Rubber catheter			✓
3. Surgical gloves			✓
4. Flask wrapped in brown paper	✓		
5. Nebulizer (respiratory therapy)		✓	
6. Petri dishes	✓		
7. Linens			✓
8. Lensed instruments		✓	
9. Stainless steel forceps			✓
10. Ventilator (respiratory therapy)		✓	

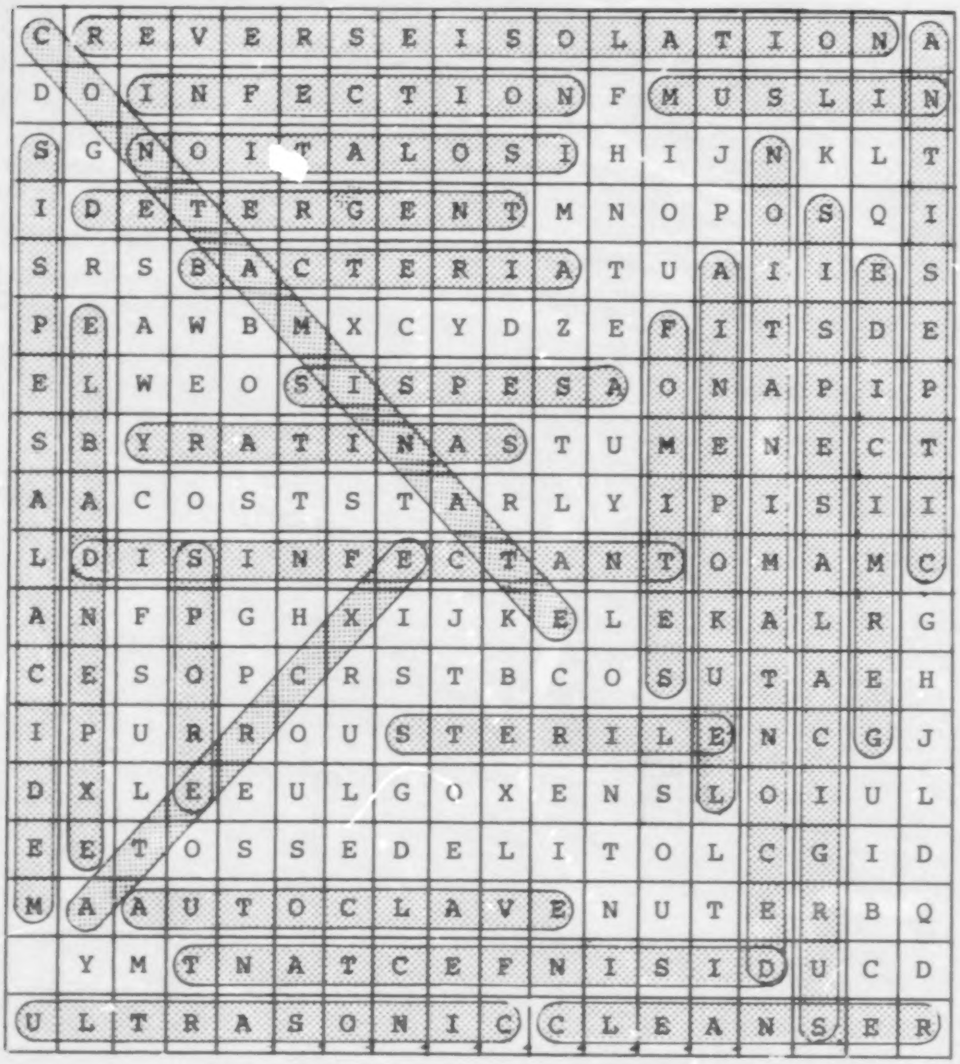
Assignment Sheet #3

1. Answer should include conditions in which patient's immune system is suppressed, as in organ transplants or treatment for cancer; extensive tissue damage as in third degree burns and congenital immune deficiency diseases.

2. Any five contagious diseases. Some examples are:

Typhoid fever
Paratyphoid fever
Tuberculosis
Meningitis
Poliomyelitis
Rabies
Smallpox
Bubonic plague

Assignment Sheet #4



C	R	E	V	E	R	S	E	I	S	O	L	A	T	I	O	N	A
D	O	I	N	F	E	C	T	I	O	N	F	M	U	S	L	I	N
S	G	N	O	I	T	A	L	O	S	I	H	I	J	N	K	L	T
I	D	E	T	E	R	G	E	N	T	M	N	O	P	O	S	Q	I
S	R	S	B	A	C	T	E	R	I	A	T	U	A	I	I	E	S
P	E	A	W	B	M	X	C	Y	D	Z	E	F	I	T	S	D	E
E	L	W	E	O	S	I	S	P	E	S	A	O	N	A	P	I	P
S	B	Y	R	A	T	I	N	A	S	T	U	M	E	N	E	C	T
A	A	C	O	S	T	S	T	A	R	L	Y	I	P	I	S	I	I
L	D	I	S	I	N	F	E	C	T	A	N	T	O	M	A	M	C
A	N	F	P	G	H	X	I	J	K	E	L	E	K	A	L	R	G
C	E	S	O	P	C	R	S	T	B	C	O	S	U	T	A	E	H
I	P	U	R	R	O	U	S	T	E	R	I	L	E	N	C	G	J
D	X	L	E	E	U	L	G	O	X	E	N	S	L	O	I	U	L
E	E	T	O	S	S	E	D	E	L	I	T	O	L	C	G	I	D
M	A	A	U	T	O	C	L	A	V	E	N	U	T	E	R	B	Q
	Y	M	T	N	A	T	C	E	F	N	I	S	I	D	U	C	D
U	L	T	R	A	S	O	N	I	C	C	L	E	A	N	S	E	R

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

JOB SHEET #1--WASHING HANDS USING ASEPTIC TECHNIQUE

I. Tools and equipment required:

- A. Running water
- B. Soap
- C. Hand brush
- D. Waste container

II. Procedures

- A. Turn on water, adjust to warm temperature.
    - 1. When automatic foot-controlled faucets are used, turn water on when needed.
    - 2. When hand-controlled faucets are used leave water running throughout the procedure.
- B. Wet hands and wrists.
- C. Apply soap or detergent thoroughly, cover entire area of hands and wrists.
- D. Add water as necessary to promote lather.
- E. Continue washing hands for two minutes.
- F. Use hand brush and clean nails if needed.
- G. Wash wrists and above wrists three or four inches using rotary action. (10-15 times)
- H. Repeat procedures B-G for two minutes or 120 strokes.
- I. Rinse carefully with hands held lower than the arms.
- J. Dry hands and wrists well with a different paper towel and discard it.
- K. Turn off each faucet with a different paper towel and discard it.

L. Use hand lotion if desired.

M. Repeat procedure until the skill is easily done.

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

JOB SHEET #2--CLEAN AN EXAMINATION OR TREATMENT ROOM

I. Tools and equipment required :

- A. Container for soiled linen
- B. Receptacle for waste paper
- C. Cleaning cloths
- D. Furniture wax
- E. Non-scratching cleanser
- F. Water with detergent
- G. Clean linen

II. Procedures

- A. Check room for articles left by patient.
- B. Remove and store items not needed in room.
- C. Place waste paper materials in receptacle for waste paper.
- D. Place soiled linen in linen hamper.
- E. Replace with clean linen.
- F. Return all used instruments to utility room for cleaning.
- G. Use cleaning cloth and detergent solution to clean any furniture, treatment table,or floor that is soiled, before using room again.
- H. Check room between patients to be sure it is completely clean and uncluttered.

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

JOB SHEET #3--CLEAN DIRTY OR USED GLASSWARE

I. Tools and equipment required:

A. Dirty, used beaker or flask

B. Biodegradable detergent

C. Two pans or basins

D. Brushes

E. Paper toweling

F. Distilled water supply

G. Peg board or rack to hold glassware

II. Procedures

A. Obtain dirty beaker or flask, use sink or pan large enough to wash glassware, and appropriate brush.

B. Prepare biodegradable detergent in tap water according to manufacturer's instructions.

C. Wash all surfaces, inside and out, of dirty glassware using brush. Be sure to wash stopper if it has one.

D. Rinse glassware in running tap water four or five times allowing it to drain between rinsings.

E. Examine vessel for streaking or cloudiness. If not absolutely clean, use acid cleaning solution method given in instructions.

F. If clean, next fill pan with distilled water. Rinse twice in distilled water, draining each time.

G. Finally, rinse vessel inside and out in stream of running distilled water.

H. Invert on peg board rack or in basket to dry. Place accompanying stopper on clean paper towel.

I. Rinse brush in tap water, hang to dry

J. Empty pan, rinse, and drain dry.

K. Clean working area.

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

JOB SHEET #4--CLEAN STAINED OR ENCRUSTED GLASSWARE

I. Tools and equipment required:

A. Stained or encrusted glassware

B. Dichromate cleaning solution

C. Goggles

D. Plastic or rubber apron

E. Rubber gloves

F. Sodium bicarbonate

II. Procedures:

(NOTE: Entire procedure must be done under the supervision of instructor.)

A. Obtain flask or beaker that cannot be cleaned with detergent.

B. Put on apron, gloves, and goggles. Always take this protective precaution.

C. Caution: If you spill any of the cleaning solution on your skin or clothing, or on the floor, flood with water and notify instructor at once.

D. Immerse glassware in container of dichromate cleaning solution. Be sure that it is completely covered. DO NOT SPLASH CLEANING SOLUTION. Use tongs to handle glassware in cleaning solution.

E. Using tongs without splashing, lift glassware from solution and allow to drain back into container of solution. Repeat three times. Be careful not to spill acid in final drainage. (Glassware may be left to soak overnight in solution.)

F. Rinse vessel first in tap water, then distilled water and dry as described in Job Sheet #2, Cleaning Dirty or Used Glassware.

G. Rinse gloves in tap water and remove all traces of acid.

H. Check sink and work area to make sure no traces of acid are spilled.

I. Return gloves, apron, and goggles to storage.

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

JOB SHEET #5--PUT ON AND REMOVE MASK

I. Tools and equipment required:

   A. Mask

II. Procedures:

   A. Put on a mask.

      1. Remove rings, place inside uniform pocket.
      2. Place watch on a clean paper towel. (You will need to take the watch into the room with you.)
      3. Place mask over nose and mouth.
      4. Tie strings.

   B. Remove mask (Do this after removing gown.)

      1. Wash hands.
      2. Untie strings, hold them to remove mask, and discard mask in appropriate container.
      3. Wash hands.

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

UNIT TEST

1. a. Match the terms on the left with the definitions on the right using letter answers.

____1. Invasion of the body by microorganisms

____2. Absence of microorganisms that cause infection

____3. Substances that absorb and transmit infectious material

____4. Chemical substance that kills bacteria or prevents their growth on living tissue (May be used on skin or mucous membrane)

____5. Limited movement and social contacts of a person (or carrier) with an infectious or communicable disease.

____6. Waste matter excreted from body, including urine, feces and perspiration

____7. Cleaner that uses ultrasonic mechanical vibrations to loosen dirt and debris from tools and equipment

____8. Technique used to keep disease-producing organisms from transferring from person to person or from place to place

____9. To make unsterile or unclean by direct contact or exposure

___10. The process of destroying or inactivating microorganisms

a. antiseptic

b. asepsis

c. autoclave

d. contaminate

e. decontamination

f. excreta

g. expendable

h. fomites

i. infection

j. isolation

k. medical asepsis

l. reverse isolation

m. sanitary

n. ultrasonic cleanser

_____11. Used up in normal use

_____12. Environment, the patient, and all objects coming in contact with the patient must be sterile, or at least as free from germs as possible

_____13. Apparatus for sterilization by steam pressure, usually for a specified time

_____14. Pertaining to conditions conducive to good health, clean

b. Fill in the blanks of the following statements with the word(s) which best complete the meaning. Use the following terms in your answers.

Bacteria
Chemical agent
Clean
Concurrent disinfection
Detergent
Disinfectant
Germicide
Leukopenia
Microbiology
Muslin
Physical agent
Sepsis
Spores
Sterile
Surgical asepsis
Terminal disinfection

1. An agent which destroys or inhibits the growth of bacteria on inanimate objects. (Used in cleaning) is a (an) ____________________________.

2. An abnormal decrease in the number of white blood cells is ____________________________.

3. The care of utensils and equipment when a patient has been dismissed or transferred from a unit is ____________________________.

4. A plain, woven cotton fabric is ____________________.

5. An agent that destroys germs is a (an) ___________.

6. Single celled, microscopic plants, some of which are harmless, some of which cause disease are ____________________________.

7. The technique used in keeping objects used in surgery free from all microorganisms is called _______ ____________________.

8. Resistant forms, formed by some bacteria, difficult to destroy by sterilization, are ________________.

9. The term which means "free from all living organism" is ________________.

10. A synthetic wetting or cleaning agent is a (an) ________________.

11. A non-chemical agent that will affect the growth of bacteria, or destroy them is ________________.

12. Uncontaminated, relatively free of pathogens is ________________.

13. The study of the physical characteristics, life habits, and reproduction of microorganisms is ________________.

14. A chemical compound that is prepared in solution and in the correct strength in order to kill bacteria is a (an) ________________.

15. The daily care of all contaminated equipment and utensils is ________________.

16. The presence of pathogens or toxins in blood or tissue is ________________.

2. Discuss the important points of aseptic handwashing.

3. Explain the importance of sterilization.

4. Discuss methods of sterilization.

5. Describe the cleaning and preparation of instruments for sterilization.

6. List the procedures for the preparation of linens for sterilization.

7. Describe the procedure for cleaning glassware and tubing.

8. List the types of surfaces to be cleaned in an examination or treatment room.

9. Explain isolation and reverse isolation techniques.

10. List the ways in which organisms are spread.

11. Demonstrate the ability to:

    a. Wash hands using aseptic technique.

    b. Clean and examination or treatment room.

    c. Clean dirty or used glassware.

    d. Clean stained or encrusted glassware.

    e. Put on and remove mask.

    (NOTE: If these activities have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT VII

MEDICAL ASEPSIS AND STERILIZATION PROCEDURES

ANSWERS TO UNIT TEST

1. a.
   1. i
   2. b
   3. h
   4. a
   5. j
   6. f
   7. n
   8. k
   9. d
   10. e
   11. g
   12. l
   13. c
   14. m

   b.
   1. disinfectant
   2. leukopenia
   3. terminal disinfection
   4. muslin
   5. germicide
   6. bacteria
   7. surgical asepsis
   8. spores
   9. sterile
   10. detergent
   11. physical agent
   12. clean
   13. microbiology
   14. chemical agent
   15. concurrent disinfection
   16. sepsis

2. Stand away from sink. Wet hands thoroughly. Handwashing prevents cross-infection. Keep fingertips down,so bacteria will run off fingertips into the sink. Work from wrist to fingertips. Avoid contamination of handles. This is an extra precaution to prevent carrying germs to next patient.

3. Contaminated materials must be sterilized for the safety of patients, of hospital personnel, and for community safety and public health. Sterilization procedures are needed in the preparation of materials for patient use, for surgical use ,and for laboratory use.

4. One method of sterilization is moist heat (autoclave), which means the use of steam under pressure at 121°C for 15 minutes. Dry heat may be used for glassware and metal instruments. Chemicals may be used for items that are made of polyethylene.

5. Immediately after use, open instruments and rinse under running water. Separate routine instruments from sharp instruments. Remove knife blades and discard safely. Disassemble all instruments. Place instruments in wire basket for terminal sterilization. Process instruments through ultrasonic cycle. Inspect instruments for cleanliness, wrap. Select instruments for trays or kits according to employer's procedure.

Wrap trays in muslin or paper. Secure with pressure-sensitive tape and label.

6. Use only freshly laundered fabric. Fold linens as instructed by office or hospital. Follow routine of office or hospital for numbers of items included in pack and order of placement. Pack loosely to allow steam to circulate. Pack size should not exceed 12" x 12" x 20" nor weigh more than 12 pounds. Wrap items in double thickness of muslin and label. Date with expiration date.

7. Wash glassware with brush in detergent solution, rinse in tap water and finally rinse in distilled water. Encrusted glassware is immersed in acid solution, then rinsed in tap water. Finally, rinse in distilled water. Plastic or rubber tubing is first rinsed in cold water, suctioned if needed, washed with detergent solution and rinsed with tap water. Finally, it is flushed with distilled water, packaged and autoclaved.

8. Types of surfaces are:

   Chrome and stainless steel
   Enamel
   Wood
   Plastic
   Leather
   Glass or ceramic

9. Isolation technique is the method used in caring for a patient suffering from a communicable disease. All procedures are designed to prevent the spread of disease germs. The use of gowns and masks, by attending personnel and the careful disposition of things the patient has used, are efforts to this end. Similar precautions are taken for reverse isolation but the object here is to protect a vulnerable patient from contaminants in the outside world.

10. Patient to patient
    Worker to patient
    Worker to worker
    Equipment to worker
    Equipment to patient

11. Evaluated to the satisfaction of the instructor.

UNIT VIII-A

ASSISTING THE PATIENT TO DRESS OR UNDRESS

UNIT OBJECTIVE

After completing this unit, the student will be able to correctly aid a patient to dress as well as undress. These skills will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. List ten reasons the attendant must assist the patient to dress or undress.
2. Discuss guidelines for removing patient's clothing.
3. Explain procedures for removing the garments of a patient with an intravenous tubing attached to the arm.
4. Demonstrate the ability to:
    a. Dress a patient in a gown
    b. Dress a patient in pants or other garments with legs

UNIT VIII-A

ASSISTING THE PATIENT TO DRESS OR UNDRESS

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide objective sheet
- B. Discuss objective sheet
- C. Pass out information sheet
- D. Discuss information sheet
- E. Demonstrate procedures outlined in job sheets
- F. Give and evaluate test

II. Student

- A. Read and discuss objective sheet
- B. Read and discuss material contained in information sheet
- C. Complete job sheets
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheets
- C. Job sheets
  - 1. Job Sheet #1--Assisting the Patient to Dress in a Gown
  - 2. Job Sheet #2--Assisting the Patient to Dress in Pants or Other Garments with Legs
- D. Unit test
- E. Answers to unit test

II. References:

A. Books

1. Caldwell, Esther, and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishing, 1975.
2. Hospital Research and Educational Trust. Being A Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.
3. Reese, Dorothy. How to be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, 1200 15th St., N.W., Washington, D.C. 2005

B. Filmstrip

"Helping to Dress and Undress a Patient", Trainex Corporation, Garden Grove, California. 94642

UNIT VIII-A

ASSISTING THE PATIENT TO DRESS OR UNDRESS

INFORMATION SHEET

I. Reasons why the nurse must assist the patient to dress or undress

   A. Weakness

   B. Pain

   C. Fractures (the patient may be in a cast)

   D. Paralysis

   E. Lack of maturation (infants and small children)

   F. Brain impairment

   G. Special appliances or equipment used

   H. Absence of a portion of a limb

   I. Lack of vision

II. Guidelines for removing patient's clothing

   A. Carry out procedures with good body alignment, balance,and action

   B. Move patient to proximal (nearest) side of bed for easier working position

   C. Dress the patient without injury or imposing discomfort or stress to patient

   D. When assisting a patient to dress, the garment is placed on the affected side first

   E. When assisting a patient to undress, the garment is removed from the affected side last

III. Procedure for removing garments from a patient with intravenous tubing attachments

   A. Carefully lift the gown sleeve down the affected arm over the needle and tubing to remove gown

B. Support the arm throughout this procedure

C. Slide gown along the tubing, carefully removing the bottle of fluid from the holder

D. Support the I.V. bottle above the level of the arm

E. Slip the gown over the bottle

F. Carefully replace the bottle into the holder

UNIT VIII-A

ASSISTING THE PATIENT TO DRESS OR UNDRESS

JOB SHEET #1--ASSISTING THE PATIENT TO DRESS IN A GOWN

I. Tools and equipment:

A. Patient's gown

B. Socks (hose)

II. Procedure:

A. Greet patient and explain procedure.

B. Roll patient onto the far (distal) side.

C. Untie the neck and back ties of gown.

D. Return patient to back.

E. Take the patient's far arm from the sleeve, leaving the gown in place over the chest.

F. Take the patient's near (proximal) arm from the sleeve leaving the gown in place over the chest.

G. Place your hand inside the far sleeve of the clean gown.

H. Pull the patient's far hand through the sleeve.

I. Arrange gown at far shoulder

J. Repeat this process with the near hand and sleeve.

K. Take the soiled gown from under the clean gown leaving the patient covered.

L. Turn the patient to one side and tie neck and back ties.

M. Put socks (hose) on patient's feet if needed.

UNIT VIII-A

ASSISTING THE PATIENT TO DRESS OR UNDRESS

JOB SHEET #2--ASSISTING THE PATIENT TO DRESS IN PANTS OR OTHER GARMENTS WITH LEGS

I. Tools and Equipment required:

  A. Pants

  B. Garment with legs other than pants

II. Procedures

  A. Pull top covering back from the foot of the bed and over the patient's knees

  B. Position the patient proximally on the side of the bed so that the feet can be reached without stretching

  C. Lower the bed to a flat, working position

  D. Gather most of the leg of the garment in one hand

  E. Grasp the patient's distal ankle with the other hand

  F. Guide the foot through the pant leg

  G. Repeat steps D through F with other leg

  H. Ease the pants up over the knees and thighs

  I. Have the patient raise the buttocks and slide the pants up on each side, pulling them to the waist

  J. If patient is unable to raise the buttocks, roll the patient over, away from the attendant, and pull the pants up to the waist on the side

  K. Roll the patient over to the proximal side and pull the pants up to the waist on the other side

  L. Fasten the pants at waist

  M. Fasten the pants closing

  N. This same procedure is used for any garment with legs

UNIT VIII-A

ASSISTING THE PATIENT TO DRESS OR UNDRESS

UNIT TEST

1. Circle the ten correct reasons the attendant must assist the patient to dress or undress

   a. Weakness

   b. If the patient has not awakened completely

   c. Pain

   d. If the patient does not feel like doing it

   e. Fractures (cast)

   f. If the patient is over 65 years old

   g. Paralysis

   h. When the patient is uncooperative

   i. If there is a guest in the room

   j. Lack of maturation (infants and small children)

   k. Special appliances or equipment used

   l. If someone was waiting to visit with patient

   m. Absence of a portion of a limb

   n. Lack of vision

2. Answer the following statements on dressing or undressing the patient by placing the letter (T) for true and (F) for false in front of the statements.

   _____a. Carry out the procedure of removing the patient's clothing as best you can.

   _____b. Move the patient to the proximal side of the bed for easier working position

   _____c. Dress the patient without injury or imposing discomfort or stress on patient _____d. When assisting a patient to dress the garment is placed on the non-affected side first

_____e. When assisting a patient to undrss the garment is placed on the affected side last

3. Answer the following statements T for true and F for false.

_____a. Carefully lift the gown sleeve down the affected arm over the needle and tubing to remove gown

_____b. Supporting the arm throughout this procedure is optional

_____c. Slide gown along the tubing carefully removing the bottle of fluid from the holder

_____d. Support the I.V. bottle along the level of the arm

_____e. Slip the gown over the bottle

_____f. Carefully replace the bottle into the holder

4. Demonstrate the ability to:

   a. Dress a patient in a gown.

   b. Dress a patient in pants or other garment with legs.

   (NOTE: If these skills, have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT VIII-A

ASSISTING THE PATIENT TO DRESS OR UNDRESS

ANSWERS TO UNIT TEST

1. Circle the correct answer.

a	e	____	m
____	____	j	n
c	g	k	
____	____	____	

2. Answer the following statement T for true and F for false.

   a. F

   b. T

   c. T

   d. F

   e. T

3. Answer the following statement T for true and F for false.

   a. T

   b. F

   c. T

   d. F

   e. T

   f. T

4. Evaluated to the satisfaction of the instructor.

UNIT VIII-B

DENTURE CARE

UNIT OBJECTIVE

After completing this unit, the student will be able to assist patient with denture care using proper procedures and techniques. This skills will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Discuss the care of patients with dentures
2. Identify cleaning solutions for dentures
3. Demonstrate the ability to:
    a. Remove dentures
    b. Clean dentures

UNIT VIII-B

DENTURE CARE

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objective sheet

  B. Discuss objective sheet

  C. Pass out information sheet

  D. Discuss information sheet

  E. Invite resource person

  F. Demonstrate procedures outlined in job sheets

  G. Give and evaluate test

II. Student

  A. Read and discuss objective sheet

  B. Read and discuss material contained in information sheet

  C. Complete job sheets

  D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheets

  C. Job sheets

    1. Job Sheet #1--Removing the Denture

    2. Job Sheet #2--Cleaning the Denture

  D. Test

  E. Answers to unit test

II. References: Books

A. Hornemann, Grace V. Basic Nursing Procedures. Albany, New York: Delmar Publishing Company, 1966.

B. Johnson, Douglas W. and Johnson Heyward W. Introduction to Nursing Care. New York: McGraw-Hill Book Company, 1976.

C. Story, Donna K. Principles and Practices of Nursing Care. New York: McGraw-Hill Book Company, 1976.

UNIT VIII-B

DENTURE CARE

INFORMATION SHEET

I. Care of patients with dentures

- A. Patients may be sensitive about wearing dentures
    - 1. Provide privacy for patient while dentures are being cleaned
    - 2. Handle dentures with greatest care to avoid breaking them
        - a. Replacement is expensive
        - b. Temporary loss of dentures for replacement or repair handicap patient
- B. Patients may prefer not to wear dentures during illness because they may be uncomfortable
    - 1. Older patients frequently must be encouraged to wear their dentures to eat
    - 2. Sometimes older patients suffer from an inadequate diet because they cannot eat properly without their dentures
- C. Remove dentures to avoid tracheal obstruction in the following instances
    - 1. Unconscious patients
    - 2. Irrational patients
    - 3. Convulsive patients
    - 4. During surgery
- D. Denture cleaning solutions
    - 1. Ammonia solution 28%--dilute 2 ml. ammonia solution in 30 ml. of water;label and store in proper place
    - 2. Trisodium Phosphate solution--dilute 600 mg of trisodium phosphate in 30 ml.of water. Label and store in proper place

3. Sodium Hypochlorite solution--dilute 2 ml. of sodium hypochlorite in 120 ml. of water. Label and store in proper place

4. Cleaning solution may not be limited to just those listed above, any solutions recommended by the dentist may be used

5. Denture powder or paste are also used for denture cleaning

6. Dentifrice could be any toothpaste recommended by the patient's dentist

UNIT VIII-B

DENTURE CARE

JOB SHEET #1--REMOVING DENTURE

I. Tools, materials, and equipment required:

   A. Mouthwash

   B. Denture cup

   C. Emesis basin

   D. Tissue

   E. Toothbrush or denture brush

   F. Toothpaste or denture powder

   G. Denture solution

   H. 4"x 4"gauze sponge

   I. Face towel

   J. Paper or plastic bag

II. Procedures:

   A. Greet patient and explain procedure

   B. Provide privacy for patient

   C. Position patient by elevating the head of the bed

   D. Place towel under patient's chin to prevent wetting clothing

   E. Pad denture cup with 4"x 4"gauze sponges

   F. Label denture cup with patient's name

   G. Pour denture solution into denture cup

   H. Give tissue to patient

   I. Ask patient to remove dentures using the tissue

J. Place dentures in solution in labeled denture cup on bedside table until the patient is ready to use them

K. If the patient cannot remove denture, proceed as follows:

   1. Repeat steps A-G

   2. Wash hands

   3. Place 4" x 4" gauze in your hand

   4. Remove dentures from patient's mouth slowly and gently

   5. Place dentures in denture solution and soak

L. If denture is a partial, put fingernails under metal clasp on both sides of partial and gently lift and remove from patient's mouth

M. After patient has removed full or partial denture the patient should rinse the mouth. After rinsing the mouth, let the patient empty the mouth into an emesis basin

N. The denture is now ready to be returned to the patient's mouth. If patient is not ready to insert denture, it can remain in the denture cup until patient is ready for it

UNIT VIII-B

DENTURE CARE

JOB SHEET #2--CLEANING DENTURE

I. Tools, materials, and equipment required:

   A. Toothpaste or denture powder

   B. Toothbrush

   C. Denture solution

   D. 4"x 4"gauze or tissue

II. Procedures:
(NOTE: Dentures should be cleaned daily to avoid odors and bad breath.)

   A. Put toothpaste or denture powder on toothbrush

   B. Remove denture from solution and place it on palm of hand

   C. Hold denture carefully and rinse under lukewarm water

   D. Brush outside and inside denture until all surfaces are clean

   E. Rinse denture under running water

   F. Dispose with denture solution and rinse denture cup

   G. Place denture in clean denture cup and return to patient

   H. Using 4" x 4" gauze or tissue hand denture to patient. If patient is unable to insert denture, you need to insert them

   I. If patient does not wish to wear the denture, keep it in the patient's denture cup and place it in the proper place

   J. Clean all equipment and materials used and replace them

   K. Wash hands

   L. Position patient comfortably

UNIT VIII-B

DENTURE CARE

UNIT TEST

1. Complete the following statements using words from the list provided. Place your answers in the blank spaces at the right.

privacy
dentures
eat
expensive
uncomfortable

a. Patients may be sensitive about wearing ______________ a.

b. To avoid embarrassment, patients should have ____ while dentures are cleaned. ______________ b.

c. Dentures are easily broken and ____ to replace. ______________ c.

d. Patients may prefer not to wear dentures during illness because they may be ______________ d.

e. Older patients frequently must be encouraged to wear dentures to ______________ e.

2. List three instances in which dentures should be removed to avoid tracheal obstruction.

a.

b.

c.

3. List the material and equipment commonly needed for denture care.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

4. Identify which of the following procedures are appropriate in assisting a patient with denture care by placing a "✓" in the space provided.

_____a. Greet patient

_____b. Provide privacy

_____c. Explain procedure

_____d. Ask patient for the denture cup

5. Identify which of the following statements are true regarding care of dentures by placing a "✓" in the space provided.

_____a. Handle dentures carefully

_____b. Rinse dentures with hot water

_____c. Pad denture cup with gauze

_____d. Brush inside and outside denture

6. Identify which of the following statements are true pertaining to denture care by writing TRUE before the statement that is true and FALSE before the statement that is false.

_____a. Remove denture from patient's mouth if patient is unable to do so

_____b. Use finger tips to remove denture

_____c. Wash hands before removing dentures _____d. Denture powder should be used in place of toothpaste because it cleans the denture better

_____e. All materials and equipment used in cleaning denture should be placed in proper place after use

_____f. Denture should be cleaned daily

_____g. Denture acrylic can be used to clean dentures

_____h. When removing denture, privacy should be provided for the patient

_____i. When removing denture a towel should be placed under the patient's chin to avoid wetting the patient's clothing

_____j. Denture should be placed in a padded cup to prevent breakage

7. Demonstrate the ability to:

   a. Remove dentures

   b. Clean dentures

   (NOTE: If the above activities have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT VIII-B

DENTURE CARE

ANSWERS TO UNIT TEST

1. a. dentures
   b. privacy
   c. expensive
   d. uncomfortable
   e. eat
2. Any three of the following:
   a. unconscious
   b. irrational
   c. convulsive
   d. during surgery
3. List of materials and equipment
   a. mouthwash
   b. denture cup
   c. emesis basis
   d. tissue
   e. toothbrush or denture brush
   f. toothpaste or denture powder
   g. denture solution
   h. 4" x 4" gauze sponges
   i. face towel
   j. paper or plastic bag

4. __✓__ a.
__✓__ b.
__✓__ c.
_____ d.

5. __✓__ a.
_____ b.
__✓__ c.
__✓__ d.

6. True a.
False b.
True c.
False d.
True e.
True f.
False g.
True h.
True i.
True j.

7. Evaluated to the satisfaction of the instructor.

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

UNIT OBJECTIVE

After completing this unit, the student will be able to measure and record fluid intake and output. These skills will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms and definitions relating to measuring and recording fluid intake and output.
2. Name three ways fluid can enter the body.
3. Discuss five ways fluid output is produced by the body.
4. Identify the procedure involved in measuring and recording fluid intake.
5. Identify the procedure involved in fluid output.
6. Explain the importance of the metric system in measuring and recording fluids.
7. Convert ounces to cubic centimeters.
8. Measure and record an intake specimen.
9. Measure and record an output specimen.

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide objective sheet

   B. Discuss objective sheet

   C. Pass out information sheet

   D. Discuss information sheet

   E. Make and show transparancies

   F. Distribute and discuss assignment sheets

   G. Demonstrate procedures in measuring and recording intake

   H. Demonstrate procedures in measuring and recording output

   I. Give and evaluate test

II. Student

   A. Read and discuss objective sheet

   B. Read and discuss material contained in information sheet

   C. Complete assignment sheets

   D. Observe demonstration and take notes

   E. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheet

C. Transparency masters

1. VIII-C-TM-1--Fluid Intake and Output Record
2. VIII-C-TM-2--Computing Intake and Output
3. VIII-C-TM-3--The Metric System

D. Assignment sheets

1. Assignment Sheet #1--Converting Ounces to Cubic Centimeters
2. Assignment Sheet #2--Recording Fluid Intake and Output
3. Assignment Sheet #3--Measuring, Recording, and Converting Fluids from Ounces into Cubic Centimeters

E. Answers to assignment sheets

F. Unit test

G. Answers to unit test

II. References: Books

A. Caldwell, Esther and Barbara R. Hegner. Health Assistant, Albany, New York: Delmar Publishers, 1973, pp. 63-65.

B. Cherescavish, G.D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C.V. Mosby Co., 1973.

C. Hospital Research and Educational Trust. Being A Nursing Aide.

D. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little Brown and Co., 1972, pp. 139-144.

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

INFORMATION SHEET

I. Terms and definitions

  A. Intake--Consists of all liquids taken by mouth or by parenteral injections such as intravenous and subcutaneous; blood transfusions; gavage feedings; and proctoclysis

  B. Output--Consists of urine, drainage from Wagensteen, emesis, and diarrhea stools.

  C. I.V.--Abbreviation for intravenous (within the vein)

  D. Parenteral--Introduction of materials into the body by methods other than by mouth; i.e., intravenous or subcutaneous

  E. Anuria--Failure of the kidneys to secrete urine; total lack of urination

  F. Ascites--A collection of fluid in the peritoneal cavity

  G. Dehydration--Process that occurs when the output of water from the tissues exceeds the water intake

  H. Diaphoresis--Profuse sweating

  I. Diuretic--Agent or medication which increases the secretion of urine

  J. Edema--A condition in which the body tissues contain an excessive amount of fluid

  K. Oliguria--Dimished amount and frequency of urination

  L. Polyuria--Excessive amount and discharge of urine

  M. Urine--The liquid wastes filtered from the blood by the kidneys, stored in the bladder, and discharged through the urethra

2

N. Metric system--A decimal system of weights and measures based on the meter as a standard

II. Three ways fluids can enter the body

A. Intravenously

B. Orally (p.o.)

C. Hypodermoclysis (clysis)

III. Five ways fluid can leave the body

A. Urine

B. Sweat

C. Feces

D. Respiration

E. Vomiting

IV. Procedure involved in measuring and recording fluid intake

A. Wash hands and assemble the following equipment:

1. Intake and output record

2. Pen

3. Graduated pitcher

B. Explain to the patient what you plan to do and how the patient can help

C. Record the following information immediately under the intake column on the intake and output record (See TM-1):

1. Amount of liquid patient takes with meals

2. Amount of water and other liquids taken between meals

3. All other intake:

a. Intake given by mouth

b. Intake given intravenously

c. Intake given by tube feeding

D. Place all information on the patient's chart from the intake and output record, according to hospital policy

V. Procedure involved in measuring and recording output

A. Save fluid specimen and take to utility room

B. Pour fluid from container into graduate. Measure amount

C. Record amounts immediately under output column on intake and output record. All liquid output should be recorded

D. Empty fluid into proper place after measuring

E. Rinse graduate with cold water. Clean according to hospital policy and return to the proper place

F. Place output information on the patient's chart according to hospital policy; perspiration and blood loss may be described as little, moderate, or excessive

VI. Importance of the metric system

A. Intake and output are measured and recorded in cubic centimeters (cc.)

B. Most of the scientific work in the major countries in the world is done with the metric system

C. Containers used in hospital facilities for measuring fluids are calibrated using metric system. Apothecary measurement is used by United States

D. The cubic centimeter (abbreviated cc.) is the unit of fluid measurement in the metric system

VII. Converting ounces into cubic centimeters

A. One cubic centimeter (cc.) equals one milliter (ml.)

B. One ounce (oz.) is equal to 30 cubic centimeters

C. In order to convert ounces into cubic centimeters multiply the number of ounces by 30. This will give the amount in cubic centimeters

D. If you have 4 ounces of juice and wish to convert ounces to cubic centimeters, multiply 4x30=120 cubic centimeters

COUNTY GENERAL HOSPITAL

FLUID INTAKE & OUTPUT RECORD

Name ______________________ **Ward** ____________

INTAKE					OUTPUT			
							OTHERS	
Date	Time	Meth./ Admin.	Solution	Amt. Rec'd	Time	Urine Amt.	Kind	Amt.
5/10					7:30	60cc		
5/10	8:00	oral	coffee	60cc				
		oral	grape juice	120cc				
					9:00		vomitus	180cc
5/10	10:00	oral	tea	120cc				
5/10					10:15	120cc		
5/10	10:45	oral	milk	280cc	11:00	90cc		
5/10	12:15	oral	water	180cc				
5/10	1:00	oral	ginger ale	360cc				
						270cc		180cc
TOTAL				1120cc	**TOTAL**			450cc

COMPUTING INTAKE AND OUTPUT

INTAKE		OUTPUT	
I.V.	3000 cc.	URINE	2000 cc.
BY MOUTH	2000 cc.	VOMITUS	500 cc.
		DRAINAGE	600 cc.
TOTAL	5000 cc.	TOTAL	3100 cc.

THE METRIC SYSTEM

U.S. APOTHECARIES MEASURES	METRIC SYSTEM
1-minim	1-drop
15-drops	1-cc.
1-ounce	30-cc.
1-pint	500-cc.
1-quart	1000-cc. (1 liter)

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

ASSIGNMENT SHEET #1--CONVERTING OUNCES TO CUBIC CENTIMETERS

Directions: Convert the following ounces into cubic centimeters:

A. 2 oz.
B. 4 oz.
C. 8 oz.
D. 1 oz.
E. 12 oz.
F. 20 oz.
G. 17 oz.
H. 32 oz.
I. 400 oz.
J. 250 oz.

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

ASSIGNMENT SHEET #2--MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

Directions: Make an intake and output chart like that in TM-1. Put the following information in the proper column and total the figures. Compute the intake and output. (See TM-2)

A. Date--May 11, 1978

B. Name--John Middleton, Jr.

C. Ward--South; Room--255

D. Method of Administration: Oral

E.

7:30 a.m.	Urine	500 cc.
8:00 a.m.	Grape juice	90 cc.
	Milk	120 cc.
	Coffee	90 cc.
9:30 a.m.	Water	180 cc.
12:00 Noon	Tea	120 cc.
	Soup	180 cc.
1:00 p.m.	Water	90 cc.
1:15 p.m.	Urine	300 cc.
2:00 p.m.	Apple juice	120 cc.
2:15 p.m.	Vomitus	120 cc.
3:20 p.m.	Tea	120 cc.
5:00 p.m.	Orange juice	60 cc.
5:30 p.m.	Urine	400 cc.
6:30 p.m.	Water	150 cc.
8:45 p.m.	Gingerale	150 cc.
9:00 p.m.	Urine	300 cc.
10:00 p.m.	Water	90 cc.
10:15 p.m.	Urine	200 cc.

COUNTY GENERAL HOSPITAL

FLUID INTAKE & OUTPUT RECORD

Name ______________________ **Ward** ______________

INTAKE					OUTPUT			
Date	Time	Meth./ Admin.	Solution	Amt. Rec'd	Time	Urine Amt.	OTHERS	
							Kind	Amt.
TOTAL					TOTAL			

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

ASSIGNMENT SHEET #3--MEASURING, RECORDING, AND COVERTING OUNCES TO CUBIC CENTIMETERS

Directions: Your patient is Flo Shaw, in Ward 4 North, Room 426. The Kardex states that intake and output are to be recorded for a period of 8 hours. You report for duty at 7 a.m. May 12, 1978, and are assigned to take care of this patient. Convert ounces into centimeters. (Check objective 7 in information sheet)

7:30 a.m.--The patient voids in the bedpan and you measure 2 ounces of urine

7:45 a.m.--Breakfast is served. The patient's tray contains the following:

4 oz. glass of orange juice
1 soft-boiled egg
1 slice of toast
*2cups of coffee with cream and sugar
1 pat of butter
1/2 bowl of oatmeal
1 carton of milk

The patient did not eat all of the food on the tray, leaving 1/2 slice of bread and 1/2 of the orange juice and 1 cup of coffee.

8:30 a.m.--The patient had vomitus which you measured to be 6 oz.

9:30 a.m.--Patient drank one cup of tea

10:00 a.m.--Voided 3 oz.

10:30 a.m.--Drank 6 oz. of water

11:00 a.m.--Complained of being thirsty--was served a 12 oz. can of ginger ale and drank all of it

You are to report off duty at 11:30 a.m. Complete intake and output.

*1 serving cup contains 4 oz.

COUNTY GENERAL HOSPITAL

FLUID INTAKE & OUTPUT RECORD

Name ____________________ Ward ____________

INTAKE					OUTPUT			
Date	Time	Meth./ Admin.	Solution	Amt. Rec'd	Time	Urine Amt.	OTHERS	
							Kind	Amt.
TOTAL					TOTAL			

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

ANSWERS TO ASSIGNMENT #1

A. 60 cc.

B. 120 cc.

C. 240 cc.

D. 30 cc.

E. 360 cc.

F. 600 cc.

G. 510 cc.

H. 960 cc.

I. 12000 cc.

J. 7500 cc.

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

ANSWERS TO ASSIGNMENT #2

COUNTY GENERAL HOSPITAL

FLUID INTAKE & OUTPUT RECORD

Name John Middleton, Jr.

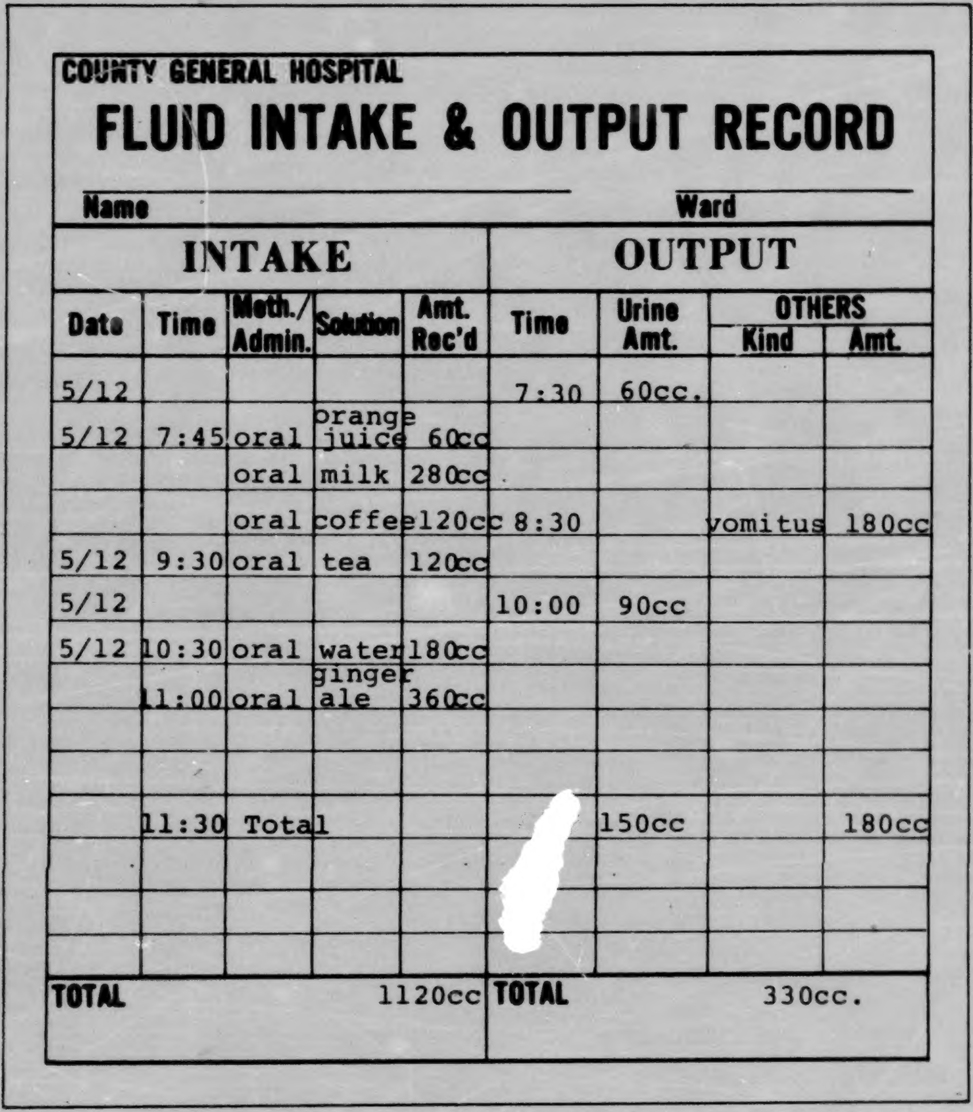
Ward South - Rm 255

INTAKE					OUTPUT			
Date	**Time** a.m.	**Meth./ Admin.**	**Solution**	**Amt. Rec'd**	**Time**	**Urine Amt.**	**OTHERS** Kind	**OTHERS** Amt.
3/11					7:30	500cc.		
3/11	8:00	oral	grape juice	90cc				
		oral	milk	120cc				
		oral	coffee	90cc				
3/11	9:30	oral	water	180cc				
3/11	12:00	oral	tea	120cc				
		oral	soup	180cc				
3/11	p.m.							
	1:00	oral	water	90cc	1:15	300cc.		
	2:00	oral	apple juice	120cc				
					2:15		vomitus	120cc
	3:20	oral	tea	120cc				
	5:00	oral	orange juice	60cc				
					5:30	400cc.		
	6:30	oral	water	150cc				
	8:45	oral	ginger ale	150cc				
					9:00	300cc.		
	10:00	oral	water	90cc				
					10:15	200cc.		
TOTAL				1560cc	**TOTAL**	1700cc		120cc Total 1820cc

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

ANSWERS TO ASSIGNMENT #3



COUNTY GENERAL HOSPITAL

FLUID INTAKE & OUTPUT RECORD

Name ______________________ **Ward** ____________

INTAKE					OUTPUT			
							OTHERS	
Date	**Time**	**Meth./Admin.**	**Solution**	**Amt. Rec'd**	**Time**	**Urine Amt.**	**Kind**	**Amt.**
5/12					7:30	60cc.		
5/12	7:45	oral	orange juice	60cc				
		oral	milk	280cc				
		oral	coffee	120cc	8:30		vomitus	180cc
5/12	9:30	oral	tea	120cc				
5/12					10:00	90cc		
5/12	10:30	oral	water	180cc				
	11:00	oral	ginger ale	360cc				
	11:30	Total				150cc		180cc
TOTAL				1120cc	**TOTAL**		330cc.	

NOTE: The teacher might want to discuss some reasons or causes for the intake being so much larger than the output.

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

UNIT TEST

1. Match the terms on the right to the definitions by writing the correct number in the blanks.

____a. All liquids taken by mouth or by parenteral injection

____b. Consist of urine, drainage, emesis, and diarrhea stools

____c. Abbreviation for intravenous

____d. Introduction of materials the body by methods other than by mouth

____e. Failure of the kidneys to secrete urine; total lack of urination

____f. A collection of fluid in the peritoneal cavity

____g. Process that occurs when the output of water from the tissue exceeds water intake

____h. Profuse sweating

____i. Agent or medication which increases the secretion of urine

____j. A condition in which the body tissue contains an excessive amount of fluid

____k. Diminished amount and frequency of urination

____l. Excessive amount and discharge of urine

____m. The liquid waste filtered from the blood by the kidneys, stored in the bladder, and discharged through the urethra

____n. A decimal system of weights and measures based on the meter

1. Diaphoresis
2. Oliguria
3. Ascites
4. Edema
5. Anuria
6. Metric System
7. Diuretic
8. Intake
9. Polyuria
10. Parenteral
11. Dehydration
12. Output
13. Urine
14. I.V.

2. List three ways by which fluids can enter the body.

   a.

   b.

   c.

3. List five ways by which fluids can leave the body.

   a.

   b.

   c.

   d.

   e.

4. List procedures involved in measuring and recording intake.

5. List procedures involved in measuring and recording output.

   a.

   b.

   c.

   d.

   e.

   f.

6. Complete the following statements concerning the use of the metric system in measuring and recording intake and output:

   a. What unit of measure is used in measuring and recording intake and output? ________________

   b. Most of the ________________ work in the major countries in the world is done with the metric system.

   c. The containers used in hospital to measure fluids are ________________ in metric system. The ________________ measurement is used most often in the United States.

   d. The ________________ (abbreviated cc.) is the unit of fluid measurement in the metric system.

7. Converting ounces into cubic centimeters place the letter (T) for true or the letter (F) for false before each statement below:

   _____ a. One cubic centimeter (cc.) equals 30 milliliters (ml.)

   _____ b. 8 oz. = 240 cc.

   _____ c. One ounce is equal to 30 cubic centimeters _____d. 12 oz. = 370 cc.

_____e. 10 oz. = 300 cc.

_____f. In order to convert ounces into cubic centimeters, multiply the number of ounces by 30.

_____g. If you have 4 oz. of juice and wish to convert ounces into cubic centimeters, you need to know what kind it is.

_____h. 2 oz. = 60 cc.

_____i. 400 oz. = 1200 cc.

_____j. 200 oz. = 630 cc.

8. Measure and record an intake specimen.

9. Measure and record an output specimen.

(NOTE: If activities #8 and #9 have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT VIII-C

MEASURING AND RECORDING FLUID INTAKE AND OUTPUT

ANSWERS TO UNIT TEST

1. 8 a.
   12 b.
   14 c.
   10 d.
   5 e.
   3 f.
   11 g.
   1 h.
   7 i.
   4 j.
   2 k.
   9 l.
   13 m.
   6 n.

2. The three routes are:
   a. Intravenously (IV)
   b. Orally (p.o.)
   c. Hypodermoclysis (clysis)

3. Five ways fluid can leave the body:
   a. Urine
   b. Sweat
   c. Feces
   d. Respiration
   e. Vomit

4. List should include:
   a. Wash hands and assemble equipment
      1. Intake and output record pen
      2. Pen
      3. Graduate pitcher
   b. Explain to the patient what you plan to do and how the patient can help.

c. Record the following information immediately under the intake column on the intake and output record.

1. Amount of liquid patient takes with meals
2. Amount of water and other liquids taken between meals
3. All other intake
    (a) Intake given by mouth
    (b) Intake given by intravenously
    (c) Intake given by tube feeding

d. Place all information on the patient's chart from the intake and output records, according to hospital policy.

5. Procedure involved in measuring and recording output.

a. Save fluid specimen and take to utility room

b. Pour fluid from container into graduate. Measure amount

c. Record amounts immediately under output column on intake and output record. All liquid output should be recorded

d. Empty fluid into proper place after measuring

e. Rinse graduate with cold water. Clean according to hospital policy and return it to the proper place

f. Place output information on the patient's chart according to hospital policy. Perspiration and blood loss may be described as little, moderate or excessive

6. a. Cubic centimeters

b. Scientific

c. Calibrated - Apothecary

d. Cubic centimeter

7. True or False

a. False
b. True
c. True
d. False
e. True
f. True
g. False
h. True
i. True
j. False

8. Evaluated to the satisfaction of the instructor.

9. Evaluated to the satisfaction of the instructor.

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

UNIT OBJECTIVE

After completing this unit, the student will be able to identify a basic diet, define terms, prepare patients for feeding, and assist the patient with nutritional needs. These skills will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Define terms relating to assisting the patient with nutritional needs
2. Explain the four basic food groups
3. Identify the basic seven food elements
4. Identify the purpose of each of the seven food elements
5. Identify four basic routine diets found in a hospital
6. Discuss in class five special diets and explain restrictions on each
7. Identify steps involved in assisting a patient to eat

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objective sheet

  B. Discuss objective sheet

  C. Pass out information sheet

  D. Discuss information sheet

  E. Distribute and discuss assignment sheets

  F. Arrange field trip

  G. Give and evaluate test

II. Student

  A. Read and discuss objective sheet

  B. Read and discuss information sheet

  C. Complete assignment sheets

  D. Participate in field trip

  E. Take test

INSTRUCTIONAL MATERIALS

Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--A Field Trip

    2. Assignment Sheet #2--Identification of the Four Basic Food Groups

3. Assignment Sheet #3--Practice Nutritional Activities

D. Unit test

E. Answers to unit test

II. References: Books

A. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973.

B. Reese, Dorothy. How to Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975 (address of American Health Care Association 1200 15th St. N.W., Washington, D.C. 2005.)

C. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown and Co., 1972.

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

INFORMATION SHEET

I. Terms and definitions

   A. Nutrition--The sum of the processes by which food is taken into the body to produce energy for body activity, to rebuild tissue, and aid in the regulation of all body functions

   B. Nutrients--Food elements such as proteins, fats, carbohydrates, vitamins, minerals, cellulose and water

   C. Diet--A prescribed allowance of food adapted for a particular state of health or disease, as a diabetic diet

   D. Food--A nutritive substance which, after introduction into an organism, provides the nutrients for development, function, and balance of the body

   E. Dietary-supplement--A formulated product which furnishes additional nutrients to regular diets

II. The four basic food groups

   A. Milk

   B. Meat

   C. Vegetables and fruit

   D. Bread and cereals

III. The basic seven food groups

   A. Proteins

   B. Fats

   C. Carbohydrates

   D. Vitamins

   E. Minerals

F. Cellulose

G. Water

IV. The purpose of each of the seven food elements

A. Proteins--Growth and repair of tissue

B. Fats--Heat and energy

C. Carbohydrates--Heat and energy

D. Vitamins--Growth and development-resistance and disease prevention

E. Minerals--Growth, repair, and water balance

F. Cellulose--Provides bulk

G. Water--Helps maintain healthy fluid balance and helps rid the body of wastes

V. Four basic diets found in the hospital

A. Clear liquid

B. Full liquid

C. Soft

D. Regular or house

VI. Four special diets and restriction on each

A. Diabetic--No sugar or candy; caloric requirement especially calculated

B. Low-sodium--Salt restricted

C. Bland--Eliminates fried and highly seasoned foods, and strong coffee or tea

D. Low-fat--None of the following items: fats, gravy, salad dressings, rich desserts, pastries, fried foods, chocolate, or ice cream

VII. Steps involved in assisting a patient to eat

A. Wash hands and check list of patients that will not receive trays

B. Check the name card on the tray against patient's identification

C. Do not add or delete anything from patient's tray without first checking with the patient's diet order

D. Remove unnecessary articles from the overbed table

E. Adjust patient to a comfortable position

F. Place napkin under patient's chin

G. Do not pour hot beverage until patient is ready for it

H. Use drinking straw to give fluids

I. Holding spoon at a right angle, give solid foods from point of spoon. Alternate solids and liquids. Describe or show patient what kind of food you are giving. Test hot foods by dropping a small amount on the inside of your wrist before feeding them to the patient

J. Allow patient to hold bread or assist as much as possible

K. Wipe patient's mouth as often as necessary

L. Remove tray as soon as patient is finished. Make sure to chart what the patient has or has not eaten

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

ASSIGNMENT SHEET #1--A FIELD TRIP

Suggestion: Take class to local hospital to visit dietary department as well as patient care area for the purpose of finding out the following:

1. How diets are prepared
2. How food is served to patients
3. How patient might be fed by an attendant

As a result of the field trip, the student will:

1. Write a short paragraph on how food is prepared
2. List at least 5 do's and dont' on how to feed a patient

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

ASSIGNMENT SHEET #2--IDENTIFICATION OF THE FOUR BASIC FOOD GROUPS

Directions: Write the name of each of the following foods in the column under the proper group:

flour
beef
chicken
pears
rice
cereal
cheese
cottage cheese
apple
potato
spinach
liver
milk
ice cream
fish
macaroni

Group 1	Group 2	Group 3	Group 4
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

ASSIGNMENT SHEET #3--PRACTING NUTRITIONAL ACTIVITIES

Directions: Practice the following procedures with a classmate:

A. Preparing a patient for meals

B. Assisting patients with meals

C. Feeding the patient

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

ANSWER TO ASSIGNMENT SHEET #2--FOUR BASIC FOOD GROUPS

Group 1	Group 2	Group 3	Group 4
Milk	Beef	Pears	Flour
Ice cream	Chicken	Apple	Rice
Cheese	Liver	Potatoes	Cereal
Cottage cheese	Fish	Spinach	Macaroni

ANSWER TO ASSIGNMENT SHEET #1 and #3

This should be done to the satisfaction of the instructor.

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

UNIT TEST

1. Define the following terms by placing the correct word below in each blank:

Nutrition Food

Nutrients Dietary-supplement

Diet

a. A formulated product which furnishes additional nutrients to regular diets is a (an) ____________________

b. The sum of the processes by which food is taken into the body to produce energy for body activity, to rebuild tissue, and aid in the regulation of all body function is ____________________

c. A nutritive substance which, after introduction into an organism, provides the nutrients for development, function, and balance of the body is called ____________________

d. Food elements such as proteins, fats, carbohydrates, vitamins, minerals, cellulose, and water are called ____________________

e. A prescribed allowance of food adapted for a particular state of health or disease is known as a ____________________

2. Place a check before each of the following foods that are included in the Basic Food Groups.

_____ a. Fats

_____ b. Meat

_____ c. Mineral

_____d. Cabohydrates

_____e. Proteins

_____f. Milk

_____g. Vitamins

_____h. Vegetables and fruit

_____i. Water

_____j. Cellulose

_____k. Bread and cereals

3. From the list below identify the seven basic food elements by placing a check before each.

_____a. Salsify

_____b. Fats

_____c. Mutton

_____d. Mineral

_____e. Proteins

_____f. Fish

_____g. Currants

_____h. Cabohydrates

_____i. Vitamins

_____j. Rhubarb

_____k. Water

_____l. Cellulose

_____m. Beets

4. Match the terms on the right to the correct statements relating to the seven food elements. (Some statements apply to more than one term.)

_____a. Growth and repair of tissue cells

_____b. Heat and energy

_____c. Growth, development, and disease prevention

_____d. Growth, repair, and water balance

_____e. Provide bulk

_____f. Regulate the maintenance of the body

_____g. Elimination of waste

1. Carbohydrates
2. Minerals
3. Cellulose
4. Protein
5. Vitamins
6. Fats
7. Water

5. List the four basic diets found in the hospital

a.

b.

c.

d.

6. Complete the following statements concerning special diets:

a. A diet that contains no sugar or candy, with caloric requirement especially calculated is a ____________________________ diet.

b. A diet that restricts salt is a __________________ diet.

c. A diet that consists of food not fried, no highly seasoned foods, no strong coffee or tea, is a ____________________________ diet.

d. A diet with none of the following items: fats, gravy, salad dressing, rich desserts, pastries, fried foods, chocolate and ice cream is a __________________________ diet.

7. Write TRUE in front of the statements that are true and FALSE in front of the statements that are false concerning assisting the patient to eat.

__________ a. Wash hands and check list of patients that will not receive trays.

__________ b. It is all right not to check the name card on the tray against the patient's identification if you know the patient.

__________ c. Do not add or delete anything from the patient's tray without checking the patient's diet order first.

__________ d. Remove unnecessary articles from the overbed tables.

__________ e. Adjust patient in the manner you think best.

__________ f. Place napkin under patient's chin.

__________ g. Pour hot beverage at anytime during the meal.

__________ h. Use drinking straw to give fluids.

__________ i. Hold spoon at a right angle; give solid foods from point of spoon.

__________ j. Wipe patient's mouth as often as necessary.

__________ k. Remove tray as soon as patient is finished.

__________ l. Make sure you chart only what the patient has eaten.

UNIT VIII-D

ASSISTING THE PATIENT WITH NUTRITIONAL NEEDS

ANSWERS TO UNIT TEST

1. a. Dietary-supplement
   b. Nutrition
   c. Food
   d. Nutrients
   e. Diet

2. _____ a.
   ✓ b.
   _____ c.
   _____ d.
   _____ e.
   ✓ f.
   _____ g.
   ✓ h.
   _____ i.
   _____ j.
   ✓ k.

3. _____ a.
   ✓ b.
   _____ c.
   ✓ d.
   ✓ e.
   _____ f.
   _____ g.
   ✓ h.
   ✓ i.
   _____ j.
   ✓ k.
   ✓ l.
   _____ m.

4. 4 a.
   1 & 6 b.
   5 c.
   2 d.
   3 e.
   7 f.
   7 g.

5. Four basic diets found in the hospital
   a. Clear liquid
   b. Full liquid
   c. Soft diet
   d. Regular or house
6. Special diets
   a. Diabetic diet
   b. Low-sodium diet
   c. Bland diet
   d. Low fat diet
7. T a.
   F b.
   T c.
   T d.
   F e.
   T f.
   F g.
   T h.
   T i.
   T j.
   T k.
   F l.

UNIT VIII-E

DETERMINING AND RECORDING WEIGHT AND HEIGHT

UNIT OBJECTIVE

After completing this unit, the student will be able to weigh and determine height of a patient. These skills will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Balance the scale
2. Measure patient's height, using a meter stick and convert feet to inches
3. Place the patient on the scale in the proper manner

UNIT VIII-E

DETERMINING AND RECORDING WEIGHT AND HEIGHT

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide objective sheet

   B. Discuss objective sheet

   C. Pass out information sheet

   D. Discuss information sheet

   E. Make and show transparencies

   F. Distribute and discuss assignment sheets

   G. Demonstrate procedures outlined in job sheets

   H. Give test and evaluate

II. Student

   A. Read and discuss objective sheet

   B. Read and discuss material contained in information sheet

   C. Complete assignment sheets

   D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

   A. Objective sheet

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Taking the Weight and Height of a Classmate

    2. Assignment Sheet #2--Converting Inches Into Feet

  D. Answers to assignment sheets

  E. Unit test

  F. Answers to unit test

II. References: Books

  A. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw Hill Book Company, 1958.

  B. Reese, Dorothy. How to Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, (address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 2005)

UNIT VIII-E

DETERMINING AND RECORDING WEIGHT AND HEIGHT

INFORMATION SHEET

I. Balancing a scale

A. Scales will vary from place to place. Be sure to get proper instruction on how to balance the scale you are about to use. Balance it before you begin the procedure.

B. Patients should be weighed with their shoes off.

C. The weight of a person may vary during the day.

II. Reading the meter stick

A meter stick is read in inches and the inches should be converted to feet to determine the patient's height.

For example:

12 inches = 1 foot

a. 60 inches = 5 feet

b. 58 inches = 4 feet 10 inches

c. 63 1/2 inches = 5 feet 3 1/2 inches

III. Procedures for obtaining the weight and height of the patient

A. Balance scales

B. Place two paper towels on base of scales for patient to stand on while being weighed

C. Have patient step forward

D. Weigh patient

E. Raise stick and carefully place horizontal bar across top of patient's head, instructing patient to stand as fully erect as possible. Be sure the horizontal bar is level. (If desired, the patient may turn and have the back to the measuring stick.)

F. Convert measurement to feet and inches.

G. Record both the weight and height of the patient in the patient's chart.

UNIT VIII-E

DETERMINING AND RECORDING WEIGHT AND HEIGHT

ASSIGNMENT SHEET #1--TAKING THE WEIGHT AND HEIGHT OF A CLASSMATE

Directions: The student is given access to a balance scale and measurement stick. The student is to:

Obtain the weight reading and height of five class members.

UNIT VIII-E

DETERMINING AND RECORDING WEIGHT AND HEIGHT

ASSIGNMENT SHEET #2--CONVERTING INCHES INTO FEET

Directions: You are to convert the inches listed below into feet.

a. 30 inches -- ____________________

b. 36 inches -- ____________________

c. 71 inches -- ____________________

d. 74 inches -- ____________________

e. 98 inches -- ____________________

UNIT VIII-E

DETERINING AND RECORDING WEIGHT AND HEIGHT

ANSWERS TO ASSIGNMENT SHEETS # 1 and 2

Assignment Sheet #1--Should be done to the satisfaction of the instructor.

Assignment Sheet #2--Converting Feet to Inches

a. 2 feet 6 inches

b. 3 feet

c. 5 feet 11 inches

d. 6 feet 2 inches

e. 8 feet 2 inches

UNIT VIII-E

DETERMINING AND RECORDING WEIGHT AND HEIGHT

UNIT TEST

1. The student will demonstrate the proper way to determine the weight and height of a patient.

2. Convert the following inches to feet:

   a. 76 inches

   b. 96 inches

   c. 63 inches

   d. 90 inches

   e. 58 inches

3. Answer the following questions by placing a (T) before the statement that is true and (F) before the statement that is false:

   _____a. Scales should be balanced before weighing a patient

   _____b. It is all right to weigh a patient with shoes on if the shoes are light

   _____c. Weight may vary in the same patient during the day

UNIT VIII-E

DETERMINING AND RECORDING WEIGHT AND HEIGHT

TEST ANSWERS

1. This will be done to the satisfaction of the instructor.
2. Converting feet to inches
   a. 6 ft. 4 in.
   b. 8 ft.
   c. 5 ft. 3 in.
   d. 7 ft. 6 in.
   e. 4 ft. 10 in.
3. True (T) or False (F)

__T__ a.

__F__ b.

__T__ c.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

UNIT OBJECTIVE

After completing this unit, the student will be able to help the patient cope with the loss of independence during hospitalization and assist the patient with personal grooming. These skills will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Help the patient cope with loss of independence
2. Wash the patient's face
3. Brush the patient's teeth
4. Give the patient a sponge bath
5. Care for the patient's hair
6. Care for the patient's nails
7. Shave the patient

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objective sheet

  B. Discuss objective sheet

  C. Pass out information sheet

  D. Discuss information sheet

  E. Distribute and discuss assignment sheets

  F. Demonstrate procedures outlined in job sheets

  G. Give and evalute test

II. Student

  A. Read and discuss objective sheet

  B. Read and discuss material contained in information sheet

  C. Complete assignment sheets

  D. Demonstrate procedures outlined in job sheet

  E. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Washing the Patient's Face

2. Assignment Sheet #2--Caring for the Patient's Hair

D. Unit test

E. Answers to unit test

II. References: Books

A. Hospital Research and Educational Trust. *Being A Nursing Aide*. Bowie, Maryland: Robert J. Brady Co.

B. Hoffman, Lipkin, and Thompson. *Simplified Nursing*. Toronto, Canada: J.B. Lippincott Company.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

INFORMATION SHEET

I. Helping the patient cope with loss of independence during hospitalization.

   A. Patients are accustomed to caring for their own personal grooming needs. When accidents or illness make them dependent on others, they may become irritable, depressed, apprehensive, and uncooperative.

   B. The health attendent must put the patient at ease.

      1. A pleasant, efficient, impersonal, attitude reassures the patient.

      2. Before beginning any procedure, explain to the patient precisely what you plan to do and why. This allays fears and makes the patient more cooperative.

      3. Always maintain the patient's privacy during nursing procedures. Never forget each person's body is very important to that individual, and not just "one more bed bath."

II. Personal grooming includes washing the face, oral care, bathing, and the care of hair and nails.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

ASSIGNMENT SHEET #1--WASHING THE PATIENT'S FACE

Directions: You are to use procedure given in the Job Sheet #1 on how to wash a patient's face, and practice washing the face of a classmate.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

ASSIGNMENT SHEET #2--CARING FOR THE PATIENT'S HAIR

Directions: Practice care of the patient's hair on one of your classmates. Use the procedure given in the Job Sheet #4.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

ANSWERS TO ASSIGNMENT SHEETS

Assignment sheets #1 and #2 -- Evaluated to the satisfaction of the instructor.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

JOB SHEET #1--WASHING THE PATIENT'S FACE

I. Tools and Equipment:

   A. Face towel

   B. Washcloth

   C. Soap

   D. Basin half full of warm water

II. Procedure

   A. Spread face towel beneath patient's chin. If patient is able to sit up, you may arrange equipment on overbed table

   B. Wet and wring out washcloth. Wrap it around you fingers so that it does not drip. Tuck in ends to help them from dragging over patient's face

   C. Wash eyes from nose outward, without soap on cloth. Use a different part of the washcloth for each eye

   D. Wash forehead, nose and cheeks. Make and S-shaped motion around chin, mouth and creases of the nose

   E. Use no soap unless patient wants it

   F. Use long firm strokes

   G. Avoid vigorous rubbing

   H. Dry face with a towel

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

JOB SHEET #2--BRUSHING THE PATIENT'S TEETH

I. Tools and Equipment:

A. Toothbrush

B. Toothpaste or tooth powder

C. Mouth wash

D. Glass of cool water

E. Small curved basin (emesis basin)

F. Container

G. Towel

II. Procedure

A. Spread towel over patient's lap. Spread towel under patient's chin to protect bedclothing if patient is unable to sit up.

B. Turn patient's head on one side and place curved basin under patient's chin

C. Pour water over brush. Add dentifrice and give to patient to brush teeth. If patient needs instruction, tell patient to brush lower teeth upward, the upper teeth downward

D. Raise patient's head. Give patient a mouthful of clear water to rinse and then spit into basin. Instruct patient not to swallow water or mouth wash

E. Repeat steps D and E until teeth are well brushed

F. Remove basin. Wipe mouth and chin

G. Rinse toothbrush, glass, and emesis basin

H. Observe the condition of the patient's mouth and teeth

I. Record the effect of brushing

J. Any bleeding or discomfort to the gums should be reported to the charge nurse and charted

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

JOB SHEET #3--THE SPONGE BATH

I. Tools and Equipment:

- A. bath basin
- B. bath blanket
- C. bath towel
- D. face towel
- E. rubbing alcohol and lotion
- F. clean bedspread necessary
- G. washcloth
- H. patient's gown
- I. extra bath towel
- J. soap
- K. hot-water bag for feet, if necessary
- L. cotton tipped swab/ small amount of baby oil

II. Procedure

- A. Tell patient about bath.
- B. Check temperature of room: protect patient against drafts; check windows.
- C. Draw curtains.
- D. Clear bedside table for bath equipment
- E. Fill bath basin 2/3 full of quite warm water. (It can be about 120°F. because the water cools slightly while you are getting the patient ready.)
- F. Remove bedspread, fold, and hang over back of chair.
- G. Place bath blanket over patient and draw down bed blanket and top sheet.
- H. Remove pillow unless patient is uncomfortable without it. Remove patient's gown.
- I. Move patient to the side of the bed nearest you. Bend from your hips and keep your chest up as you work. This prevents strain and makes it easier to work.

J. Spread bath towel under patient's chin. Wash patient's face. Do not use soap.

K. Use soap for rest of procedure. Wash ears and front of neck, rinse and dry. Have washcloth wet enough to rinse well without dripping. (Soap left on the skin dries and is irritating.)

L. Place towel over abdomen. Fold bath blanket back.

M. Wash, rinse and dry chest. For female, expose areas under the breasts. Look for irritation. Pat sensitive areas dry.

N. Place towel over chest. Turn back bath blanket. Wash abdomen well around to back, over pubic area and upper thighs. Wash umbilicus. Use a cotton-tipped stick moistened with oil to cleanse umbilicus. Rinse and dry abdomen.

O. Remove towels, replace blanket. Uncover arm farthest from you. Place a towel under it. Support arm, lift it, and wash axilla. (If possible, have patient lift arms to head of bed, as this is good exercise for the shoulder joints.) Rinse and dry arm.

P. Change bath water at any point that it gets too soapy or soiled.

Q. Turn patient on side away from you, unless this is uncomfortable. Turn blanket back. Put a towel along back. Wash back from hairline to buttocks. Dry thoroughly.

R. Turn patient back. Put a towel under leg and thigh. Flex patient's knee. Tuck bath blanket back to fold where thigh meets abdomen, cover genitals. Wash, rinse, and dry thigh and leg farthest from you first to prevent rewetting leg near you with drippings.

S. Spread towel near foot. Place basin and soapdish as for hands. Lift and place foot in basin carefully wash, rinse, and dry.

T. Repeat for other leg, thigh and foot.

U. Place towel under buttocks. Wash genitals. The patient may do this if able, but be sure it is done thoroughly. Put basin, soap, washcloth and towel within the patient's reach.

V. Attendant may leave the room or the bedside.

W. When patient has completed bath, attendant may remove bath towel and assist patient in putting on clothing.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

JOB SHEET #4--CARE OF THE PATIENT'S HAIR

I. Tools and Equipment:

- A. Brush
- B. Comb
- C. Towel

II. Procedure

- A. Spread towel over pillow.
- B. Turn patient's head to one side, part hair down the middle, back and front.
- C. Brush or comb in small portions at one time. Hold portion of hair above brush or comb to prevent pulling. Begin at the ends. Oil or alcohol helps to remove bad tangles.
- D. Braid, roll, or arrange hair according to patient's wishes or whatever makes the patient comfortable.
- E. Turn head on other side and repeat steps 2, 3, and 4.
- F. Avoid hair-pins that might be uncomfortable or injure the patient.
- G. Report such conditions as excess dandruff, falling hair, crusts, or sores on the scalp.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

JOB SHEET #5--CARE OF PATIENT'S FINGERNAILS

I. Tools and Equipment:

A. Basin of warm water

B. Soap

C. Towel

D. Nail brush

E. Orangewood stick

F. Cuticle oil

II. Procedure

A. Have patient soak hands in warm soapy water. This is to loosen the dirt beneath the nails and soften the cuticle.

B. Clean beneath the nails.

C. Push back the cuticle.

D. Put cuticle oil on the nails and cuticle to soften dry, tight cuticle, and dry nails.

E. Use an orangewood stick to clean the nails and to push back the cuticle.

F. Do not use a metal nail file. The stick is blunt and smooth and less likely to injure the nails than the tip of the metal file.

G. Cut off hangnails with manicure scissors to keep them from tearing still more.

H. Place finger back into soapy warm water to rinse off any foreign particles.

I. Wipe nails dry.

J. Polish nails using nail brush if patient desires.

(Note: Never give sharp-pointed or cutting equipment to a patient with unsteady hands or to a depressed patient.)

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

JOB SHEET #6--CARE OF PATIENT'S TOENAILS

I. Tools and Equipment:

   A. Basin of warm water

   B. Soap

   C. Towel

   D. Nail brush

   E. Orangewood stick

   F. Cuticle oil

II. Procedure

   A. Follow the same procedure as for the fingernails with some exceptions.

   B. Toenails must be cut straight across; if you cut the corners down, you may encourage ingrown nails.

   C. If the patient's toenails tend to grow inward at the corners, tuck a wisp of cotton under the nail to prevent pressure on the toe.

   D. If a patient has corns and calluses, an application of oil may soften them.

   E. If a patient is distressed by corns, calluses, ingrown nails, or bunions, never attempt to remove them. Rather, report the condition to the person in charge.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

JOB SHEET #7--SHAVING THE PATIENT

I. Tools and Equipment:

A. Basin of hot water

B. Shaving brush

C. Shaving soap or cream

D. Safety razor

E. After-shave lotion

F. Tissue

G. Powder

H. Mirror

I. Light

J. Electric razor*

II. Procedure

A. Be sure the lighting is proper so that no shadows fall on the patient's face.

B. Apply plenty of lather to the face to soften hairs.

C. Shave in the direction of hairs. Use short, firm strokes; hold skin taut.

D. Shave carefully around nose and lips because these areas are especially sensitive. Rinse face to remove soap.

* If an electric razor is used, disregard procedure above. Get instructions from supervisor.)

E. Lotion and powder applied to the face are soothing after a shave, but not all patients like to use them, so be sure to ask before using these.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

UNIT TEST

1. Discuss ways the health attendant can help to put the patient at ease.

2. Describe the proper procedure to use when washing a patient's face.

3. Complete the following statements concerning brushing the patient's teeth:

   a. Spread towel under patient's ____________________.

   b. Turn patient's head on one side and place ____________________ ____________________ patient's chin.

   c. Pour water over brush. Add ____________________ and give to the patient.

d. Tell patient to brush lower teeth ______________ the upper teeth downward.

e. When patient rinses mouth, instruct patient not to ____________________ water.

f. Any bleeding or discomfort to the gums should be ____________________ to the proper source.

4. The sponge bath--Answer the questions by writing TRUE before the statements you believe to be true and FALSE before the statements you believe to be false.

__________a. It is not necessary to explain to the patient what you are about to do. The patient can see the equipment and understand.

__________b. Check temperature of room; protect patient against drafts; check windows.

__________c. When giving patient a bath, move patient to the side of bed nearest you.

__________d. Keep patient covered at all times.

__________e. Wash patient's face with soap.

__________f. When bathing females, wash area under the breasts. Look for irritation.

__________g. When washing the patient's back you should wash from the hairline to the buttocks.

5. Circle the correct answer concerning caring for the patient's hair.

a. Turn patient's head to one side. Part hair down the:

side - middle - not at all

b. Brush or comb hair in:

small portions - large portion - does not matter

c. Hold portion of hair:

below comb - above brush - above comb

d. To groom hair, oil and alcohol are used to:

make hair grow - make hair shine - remove tangles

e. Report such conditions as:

sores - texture of hair - color of hair

6. Circle the statement yes or no:

a. Never give sharp-pointed or cutting equipment to a patient.

yes no

b. Have patient soak hand in cold, soapy water.

yes no

c. Use an orangewood stick to clean the nails and to push back the cuticle.

yes no

d. Do not use a metal file.

yes no

e. Cut a hangnail with regular scissors.

yes no

f. Toenails must be cut straight across.

yes no

g. If the patient's toenails tend to grow inward at the corners, cut out the corners.

yes no

h. If a patient has corns and calluses, you may apply oil to soften them.

yes no

i. If a patient is distressed by corns, calluses, ingrown nails or bunions, cut them as best you can to comfort the patient.

yes no

7. Complete the following statements about shaving the patient.

   a. Before you start shaving an individual, you need to apply ____________________ soap.

   b. Lather is applied to the face to ________________ hair.

   c. Shave in the direction of the ________________.

   d. Shave carefully around the nose and lips because these areas are especially ______________________.

   e. ________________ and ________________ can be applied to the face after a shave if the patient desires it.

UNIT VIII-F

ASSISTING THE PATIENT WITH PERSONAL GROOMING

ANSWERS TO UNIT TEST

1. Discussion should include:

   a. A pleasant, efficient, impersonal attitude

   b. Explanation to patient of procedure to allay fears and make patient more cooperative

   c. Maintenance of patient's privacy

2. Description should include:

   a. Equipment: Face towel, wash cloth, soap, basin one half full of warm water

   b. Spread face towel beneath patient's chin

   c. Wet and wring out wash cloth, wrapping it around your fingers.

   d. Wash eyes from nose outward without soap. Use a different part of the wash cloth for each eye.

   e. Wash forehead, nose, and cheeks; make an S-shaped motion around chin, mouth, and creases of the nose

   f. Use no soap unless patient wants it

   g. Use long firm strokes

   h. Avoid vigorous rubbing

   i. Dry face with a towel

3. a. chin

   b. curved basin

   c. dentifrice

   d. upward

   e. swallow

   f. reported

4. True or False
   - a. False
   - b. True
   - c. True
   - d. True
   - e. False
   - f. True
   - g. True
5. Circle the correct answer
   - a. middle
   - b. small portion
   - c. above brush and above comb
   - d. remove tangles
   - e. sores
6. Circle the statement Yes or No
   - a. yes
   - b. no
   - c. yes
   - d. yes
   - e. no
   - f. yes
   - g. no
   - h. yes
   - i. no
7. Complete the statement on shaving the patient.
   - a. shaving
   - b. soften
   - c. hair
   - d. sensitive
   - e. lotion and powder

UNIT IX-A

ADMITTING THE PATIENT TO THE MEDICAL FACILITY

UNIT OBJECTIVE

After completing this unit, the student will be able to properly assist a patient in admission to the medical facility. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Discuss reasons for admitting patient to the medical facility
2. Assemble equipment needed
3. Investigate the procedure for the admission of a patient
4. Chart data concerning admitting the patient

UNIT IX-A

ADMITTING THE PATIENT TO THE MEDICAL FACILITY

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objective sheet

  B. Discuss objective sheet

  C. Pass out information sheet

  D. Discuss information sheet

  E. Arrange field trip

  F. Discuss information sheets

  G. Explain directions given in the assignment sheets

  H. Give and evaluate test

II. Student

  A. Read and discuss objective sheet

  B. Read and discuss material contained in information sheet

  C. Complete assignment sheets

  D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Investigate the Admission Procedures of a Local Medical Facility

2. Assignment Sheet #2--Admitting the Patient to a Medical Facility

D. Answers to assignment sheets

E. Unit test

F. Answers to unit test

II. References: Books

A. Bredow, Marian, and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958.

B. Hospital Research and Educational Trust. Being A Nursing Aide. Bowie, Maryland: Robert J. Brandy Co., 1969.

C. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting: 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975.

UNIT IX-A

ADMITTING THE PATIENT TO THE MEDICAL FACILITY

INFORMATION SHEET

I. Reasons for admitting a patient to the medical facility.

   A. To give the patient nursing care.

   B. To observe the patient's mien and behavior.

II. Equipment needed to admit a patient to the hospital

   A. Thermometer

   B. Pad and pencil

   C. Sphygmomanometer

   D. Blood pressure cuff

   E. Stethoscope

   F. Watch with second hand

   G. Specimen bottle with label

   H. Patient's chart

III. Procedures for admitting a patient

   A. Wash hands and assemble equipment. (See list of equipment in information sheet Section I.)

   B. Prepare the unit for the patient by making sure that all necessary equipment and furniture are in place. Check the unit for adequate lighting and provide ventilation. Open the bed.

   C. Identify the patient. Check the identification bracelet if used. Introduce yourself and take the patient and family to the unit.

D. Do not appear to rush the patient. Be courteous and helpful to the patient and the patient's family.

E. Ask the patient to be seated. Ask family to go to the lounge or lobby while the patient is getting ready for bed. Introduce the patient to other patients in the room. Explain the signal system.

F. Screen the unit

G. Help the patient to undress and put on hospital clothing or night clothing from home

H. Assist patient in getting into the bed. Adjust side rails.

I. If the patient is wearing any jewelry, or has valuables which have not been left at the proper place in the medical facility, make a list of them and ask the patient to sign it. If the patient cannot sign, see if a relative can. If there is no relative available, get your nurse-in-charge to do it. This protects you as well as the medical facility.

J. Explain to the patient that a urine specimen is necessary and offer the bedpan or urinal. Assist the patient if necessary.

K. Pour the specimen from the bedpan to the specimen bottle and place the cap on it. Be careful in labeling the specimen bottle.

L. Take temperature, pulse, respiration, and blood pressure (see Unit I).

M. Make patient comfortable; give patient refreshments as permitted. Remove the screen. Ask relatives to return to patient's room.

N. Return all equipment according to the policies of the medical facilities

O. Record any data on the patent's chart that the medical facility requires

IV. Charting data

A. Date and time of admission

B. Method of admission

C. Room number and bed number

D. Temperature, pulse, respiration and blood pressure

E. Urine specimen

    1. Measure the amount

    2. Note any unusual observation

    3. Send specimen to laboratory

F. Note any unusual condition, such as cuts and scratches of the skin, loss of motion, or signs of weakness. Note also whether the patient is mentally alert. Tell charge nurse if patient complains of discomfort or pain.

UNIT IX-A

ADMITTING THE PATIENT TO THE MEDICAL FACILITY

ASSIGNMENT SHEET #1--INVESTIGATE THE ADMISSION PROCEDURES OF A LOCAL MEDICAL FACILITY

Directions: The student should visit a local medical facility and write a report describing the facility's procedures in admitting a patient.

UNIT IX-A

ADMITTING THE PATIENT TO THE MEDICAL FACILITY

ASSIGNMENT SHEET #2--ADMITTING THE PATIENT TO A MEDICAL FACILITY

Directions: Role-play admitting a patient to the medical facility using your classmate as the patient. Record the necessary data on the patient's chart.

UNIT IX-A

ADMITTING THE PATIENT TO THE MEDICAL FACILITY

ANSWER TO ASSIGNMENT SHEET

Assignment Sheet #1 and #2 - Should be done to the satisfaction of the instructor.

UNIT IX-A

ADMITTING THE PATIENT TO THE MEDICAL FACILITY

UNIT TEST

1. Complete the following statements concerning the reasons for admitting a patient to a medical facility.

   a. To give the patient better ______________________ ______________________.

   b. To observe the patient ______________________ and ______________________.

2. Answer the questions on equipment needed for admitting a patient by placing a check (✓) in front of the correct equipment.

   ______a. Thermometer

   ______b. Make up kit

   ______c. Blood pressure cuff

   ______d. Pad and pencil

   ______e. Television set

   ______f. Sphygmomanometer

   ______g. Radio

   ______h. Stethoscope

   ______i. Watch with second hand

   ______j. Specimen bottle with tag

   ______k. Patient's chart

3. Answer the following statements concerning procedures for admitting a patient by writing TRUE before a true statement and by writing FALSE before a false statement.

   ______a. Wash hands at sometime during the procedure _____b. Prepare the unit for the patient by making sure that all necessary equipment and furniture is in place.

_____c. Identify the patient. Introduce yourself.

_____d. You may rush the patient a little but do it in a courteous manner.

_____e. When the patient is getting ready for bed, ask the family to wait in the lounge.

_____f. Screen the unit.

_____g. Assist the patient to dress only if a child.

_____h. If the patient is wearing any jewelry it's all right for the patient to keep it.

_____i. Assist the patient in getting into the bed.

_____j. Explain to the patient that a urine specimen is necessary; offer the bedpan or urinal.

_____k. Be careful in labeling the specimen.

_____l. Take temperature, pulse, respiration, and blood pressure only if you think the patient needs it.

_____m. Return equipment according to the policies of the medical facilities.

_____n. Record on the patient's chart the information that the medical facility requires.

4. Identify items that must be included when charting patient data by underlining the letter in front of the statement.

   a. Date of admission

   b. Room number and bed number

   c. Patient's financial condition

   d. Time of admission

   e. Political choice

f. Method of admission

g. Collect urine specimen

h. Measure the amount

i. Record the temperature, pulse, respiration, and blood pressure

j. Any unusual condition

5. Complete activities for admitting a patient to a medical facility in Assignment Sheets #1 and #2.

UNIT IX-A

ADMITTING THE PATIENT TO THE MEDICAL FACILITY

ANSWERS TO UNIT TEST

1. a. nursing, care

   b. mein, behavior

2. ✓ a.

   b.

   ✓ c.

   ✓ d.

   e.

   ✓ f.

   g.

   ✓ h.

   ✓ i.

   ✓ j.

   ✓ k.

3. False a.

   True b.

   True c.

   False d.

   True e.

   True f.

   False g.

   False h.

   True i.

   True j.

   True k.

   False l.

   True m.

   True n.

4. a

   b

   c

   d

   e

   f

   g

   h

   i

   j

5. Evaluated to the satisfaction of the instructor.

UNIT IX-B

TRANSFERRING THE PATIENT IN A MEDICAL FACILITY

UNIT OBJECTIVE

After completing this unit, the student will be able to properly transfer* a patient to another unit. This knowledge will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Relate guidelines in transferring the patient
2. Investigate the procedure for transferring a patient
3. Chart data concerning transferring the patient

*(NOTE: Proper use of the various types of mechanical aids used in transporting a patient can be reviewed in Unit 13, Lift, Move and Transport Patient.)

UNIT IX-B

TRANSFERRING THE PATIENT IN A MEDICAL FACILITY

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide objective sheet

   B. Discuss objective sheet

   C. Pass out information sheet

   D. Discuss information sheet

   E. Make and show transparencies

   F. Discuss information sheets

   G. Explain directions given in the assignment sheets

   H. Give and evaluate test

II. Student

   A. Read and discuss objective sheet

   B. Read and discuss material contained in information sheet

   C. Complete assignment sheets

   D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheet

   C. Assignment sheet

      Assignment Sheet #1--Guidelines for Transferring the patient

   D. Answer to Assignment sheet

E. Unit test

F. Answer to unit test

II. References: Books

A. Bredow, Marian, and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958.

B. Caldwell, Esther, and Barbara Hegner. The Health Assistant. Albany, New York: Delmar Publishers, 1973.

C. Hospital Research and Educational Trust. Being A Nursing Aide. Bowie, Maryland: Robert J. Brandy Co., 1969.

UNIT IX-B

TRANSFERRING THE PATIENT IN A MEDICAL FACILITY

INFORMATION SHEET

I. Guidelines in transferring the patient

  A. Preparation for the transfer will be handled by the nurse

  B. A positive as well as an ethical attitude on the part of the attendant is very important because the patient may not fully understand the reasons for the transfer

  C. If the patient prefers to be transferred, never ask why the move is desired

  D. If the patient is transferred because of a change in condition, the attendant must avoid any discussion of the reason for the transfer.

  E. Inform the new unit of plans to transfer patient. Secure time, date and room number before leaving present unit.

II. Procedure for transferring the patient

  A. Greet patient and explain procedure

  B. Identify the patient by calling the patient's name or by checking the patient's identification bracelet

  C. Assist the patient in whatever manner necessary to get him or her transferred. (Do not appear to rush patient.)

  D. Assemble all articles belonging to the patient and carry them along with the patient to the new unit

  E. Inform charge nurse when you leave the present unit with patient, and that you are leaving

  F. Notify the nurse in charge at the new unit of the arrival of the patient

  G. After the patient has been properly checked in, assist patient to new room

H. Make sure the patient is comfortable in the new environment before you return to your own unit

I. Return all necessary equipment to its proper place according to the medical facilities policies

III. Charting data of transferred patient

A. Date and time of departure from present unit

B. Date and time of arrival to new unit

C. Location of new unit

D. Any unusual observations you have made about the patient's reactions

UNIT IX-B

TRANSFERRING THE PATIENT IN A MEDICAL FACILITY

ASSIGNMENT SHEET #1--GUIDELINES FOR TRANSFERRING A PATIENT

1. Relate guidelines in transferring the patient by placing a (✓) in front of Yes if the statement is true and a (✓) in front of No if the statement is untrue

   A. Preparation for the transfer will be handled by the nurse

   ________ Yes or ________ No

   B. The attitude of the attendant is not important in transferring the patient

   ________ Yes or ________ No

   C. If the patient prefers to be transferred, never ask why the move is desired

   ________ Yes or ________ No

   D. It is the duty of the attendant to inform the patient why the transfer is necessary

   ________ Yes or ________ No

   E. Inform the new unit of plan to transfer patient

   ________ Yes or ________ No

UNIT IX-B

TRANSFERRING THE PATIENT IN A MEDICAL FACILITY

ANSWERS TO ASSIGNMENT SHEET #1

a. __✓__ yes or _____ no

b. _____ yes or __✓__ no

c. __✓__ yes or _____ no

d. _____ yes or __✓__ no

e. __✓__ yes or _____ no

UNIT IX-B

TRANSFERRING THE PATIENT IN A MEDICAL FACILITY

UNIT TEST

1. Answer the guidelines for transferring a patient by writing TRUE in front of a true statement and FALSE in front of a false statement.

_____a. Preparation for the transfer will be handled by the attendant only.

_____b. A positive as well as an ethical attitude on the part of the attendant is very important.

_____c. If the patient does not fully understand the reason for the transfer, explain the reason to the patient.

_____d. If the patient prefers to be transferred, never ask why the move was designed.

_____e. You should inform the patient of the transfer as soon as you get the nerve.

_____f. If the patient is transferred because of a change in the patient's condition it is not the duty of the attendant to inform the patient why the transfer is necessary.

_____g. Inform the new unit of plans to transfer patient. Secure time, date and room number before leaving present unit.

2. Answering the following questions concerning procedures for transferring a patient by filling in the blanks.

a. Greet patient and explain ________________________.

b. _______________ the patient by calling the patient's name.

c. Assist the patient in whatever manner necessary to get him or her ______________________.

d. Assemble all articles belonging to the patient and carry them along with the patient to the new ________________.

e. Inform _____________ _______________ when you leave the present unit with patient, that you are leaving.

f. Notify the nurse in charge at the new unit of the ______________ of the patient.

g. After the patient has been properly ____________ assist patient to the new room.

h. Make sure the patient is comfortable in the new _______________ before you return to your unit.

i. Return all necessary _________________ to its proper place according to the policies of the medical facility.

3. Identify those items from the list below that should be charted in the file of a patient that has transferred to a new unit. Place a (✓) in front of each.

_____a. Date and time of departure from present unit.

_____b. Last meal eaten.

_____c. Location of new ward.

_____d. Date and time arrive at new unit.

_____e. Any unusal observation you have made about the patient's reactions.

UNIT IX-B

TRANSFERRING THE PATIENT IN A MEDICAL FACILITY

ANSWERS TO UNIT TEST

1. F a.
   T b.
   F c.
   T d.
   F e.
   T f.
   T g.

2. a. procedure
   b. identify
   c. transferred
   d. unit
   e. charge nurse
   f. arrival
   g. checked
   h. enviroment
   i. comfortable

3. ✓ a.
   b.
   ✓ c.
   ✓ d.
   ✓ e.

UNIT IX-C

DISCHARGING THE PATIENT IN A MEDICAL FACILITY

UNIT OBJECTIVE

After completing this unit, the student will be able to properly assist a patient to be discharged from the medical facility. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Relate information concerning discharging situations
2. Investigate the procedure for discharging a patient
3. Demonstrate the procedures for discharging a patient
4. Chart data concerning discharging the patient

UNIT IX-C

DISCHARGING THE PATIENT IN A MEDICAL FACILITY

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide objective sheet
- B. Discuss objective sheet
- C. Pass out information sheet
- D. Discuss information sheet
- E. Arrange field trip
- F. Distribute information sheets
- G. Explain direction given in the assignment sheets
- H. Give test and evaluate

II. Student

- A. Read and discuss objective sheet
- B. Read and discuss material contained in information sheet
- C. Complete assignment sheets
- D. Take test

INSTRUCTIONAL MATERIAL

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment sheets
    1. Assignment Sheet #1--Discharging a Patient
    2. Assignment Sheet #2--Observing the Discharging Procedure in a Local Medical Facility

D. Answer to assignment sheets

E. Unit test

F. Answer to unit test

II. References: Books

A. Bredow, Marian, and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958.

B. Caldwell, Esther, and Barbara Hegner. The Health Assistant. Albany, New York: Delmar Publishers. 1973.

C. Hospital Research and Educational Trust. Being A Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

UNIT IX-C

DISCHARGING THE PATIENT IN A MEDICAL FACILITY

INFORMATION SHEET

I. Information concerning discharging patients

  A. A written permit signed by the physician is required before a patient can be properly discharged from the medical facility

  B. The attendant or nurse should make the necessary arrangements

  C. The patient should be spared the discomfort of any unnecessary waiting

  D. Check to be sure the arrangements have been carried out before preparing the patient for discharge

  E. If a patient leaves the hospital without the doctor's order and against his advice, notify the supervising nurse immediately

II. Procedure for discharging a patient

  A. Obtain a discharge order from doctor

  B. Have patient or a member of the patient's family to go to the admitting office for a release

  C. Assist patient to dress and pack

  D. Check for personal items in bedside stand, closet, and bathroom

  E. Return valuables

  F. Arrange for transportation whether the patient is ambulatory, leaves by wheelchair, or by ambulance

  G. Check to see if there are instructions for any special care, medication, or diet to be continued after leaving the hospital. If so, make sure the patient understands these instructions before leaving the hospital.

  H. Assist the patient in any manner necessary to leave the hospital

I. Return all equipment according to the medical facilities policies

III. Charting procedure for discharging a patient

A. Information usually written on chart

1. Date and time the patient was discharged
2. Method of leaving the medical facility
3. Special instructions, diet, or medications to be continued after discharge

B. Close the patient's chart following method used in medical facility.

UNIT IX-C

DISCHARGING THE PATIENT IN A MEDICAL FACILITY

ASSIGNMENT SHEET #1--DISCHARGING A PATIENT

Directions: Role-play with a classmate the procedure for discharging a patient from a medical facility. Assume the patient is ambulatory and is taking instructions for a special diet to be continued after leaving the medical facility.

UNIT IX-C

DISCHARGING THE PATIENT IN A MEDICAL FACILITY

ASSIGNMENT SHEET #2--OBSERVING THE DISCHARGING PROCEDURES OF A LOCAL MEDICAL FACILITY

Directions: The student should visit a local medical facility and write a report describing the facility's procedures for discharging a patient

UNIT IX-C

DISCHARGING THE PATIENT IN A MEDICAL FACILITY

ANSWERS TO ASSIGNMENT SHEETS

Assignment #1 and #2 should be evaluated to the satisfaction of the instructor

UNIT IX-C

DISCHARGING THE PATIENT IN A MEDICAL FACILITY

UNIT TEST

1. Underline the correct answer concerning related information in discharging a patient.

   a. Before a patient can be properly discharged he or she must have:

      1. A warm shower before leaving
      2. A family member present
      3. A written permit from the doctor

   b. The necessary arrangement for the patient leaving the hospital should be made by:

      1. The patient's family
      2. The attendant or nurse
      3. The patient should make the arrangement

   c. While the patient is waiting to be discharged he should be:

      1. Spared any discomfort while waiting
      2. Allowed to look at television while waiting
      3. Allowed to walk around while waiting

   d. Before preparing the patient to be discharged you should:

      1. Ask the patient if he or she is ready to go home
      2. Ask the patient if there is anyone at home to receive him or her
      3. Make sure that the arrangements have been made

e. If a patient leaves the hospital without an order and against the doctor's advice, you are to:

  1. Consider the patient's desire in this matter

  2. Notify the supervisor immediately

  3. Assist the patient in this matter

2. Answer the following questions concerning procedures for discharging a patient by writing TRUE in front of the true statements and FALSE in front of the false statements.

_____a. Make sure the physician has ordered the patient to be discharged.

_____b. Make sure the patient wants to go home.

_____c. Take wheelchair to unit if necessary.

_____d. Tell patient what you plan to do.

_____e. Screen the unit.

_____f. Accept gifts from the patient.

_____g. Assist the patient to dress and undress if necessary.

_____h. Give patient gifts if you want to and like the patient.

_____i. Collect the patient's personal belongings and help in checking them. Pack, if necessary. Check valuables against list according to hospital policy. Make sure that all of the patient's belongings have been removed from the closet and bedside stand.

_____j. Allow patient to carry off medical equipment.

_____k. Tell patient or a member of the patient's family how to collect valuables from hospital safe.

_____l. Accept a tip from the patient for good service.

_____m. Assist patient in wheelchair if necessary.

_____n. Assist patient into the car.

_____o. Return all equipment according to the medical facilities policies.

3. Demonstrate the procedures for discharging a patient.

4. Complete the following on charting data concerning discharging the patient by completing the following sentences.

   a. ________________ and ________________of discharge.

   b. Method of __________________ the medical facility.

   c. _____________ the patient was given to carry home.

   d. Close patient's ________________ according to policies of the medical facility.

UNIT IX-C

DISCHARGING THE PATIENT IN A MEDICAL FACILITY

ANSWERS TO UNIT TEST

1. a. 1
   2
   3

   b. 1
   2
   3

   c. 1
   2
   3

   d. 1
   2
   3

   e. 1
   2
   3

2. T a.
   F b.
   T c.
   T d.
   T e.
   F f.
   T g.
   F h.
   T i.
   F j.
   T k.
   F l.
   T m.
   T n.
   T o.

3. This skill will be evaluated to the satisfaction of the instructor

4. a. time and date

   b. leaving

   c. medication

   d. chart

UNIT X -A

COMPLETING MEDICAL INSURANCE FORMS

UNIT OBJECTIVE

After completing this unit, the student will be able to define terms, discuss procedures, and demonstrate factors concerned with completing medical insurance forms. This knowledge will be evidenced by demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms relating to filling out medical insurance forms.
2. List information that should be taken from each person whose medical service fee will be paid by an insurance company.
3. List the information that most insurance companies request.
4. Discuss procedures for managing insurance cases.
5. Complete a medical insurance form.

UNIT X-A

COMPLETING MEDICAL INSURANCE FORMS

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide objective sheet

   B. Discuss objective sheet

   C. Pass out information sheet

   D. Discuss information sheet

   E. Make and show transparencies.

   F. Distribute and discuss information sheet

   G. Explain directions on assignment sheet

   H. Give and evaluate test

II. Student

   A. Read and discuss objective sheet

   B. Read and discuss material contained in information sheet

   C. Complete assignment sheet

   D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

   A. Objectives

   B. Information sheet

   C. Transparency master--X-TM-1--Insurance Form

   D. Assignment Sheet--Assignment Sheet #1--Filling Out An Insurance Form

   E. Test

   F. Answers to test

II. References

A. Books

1. Bredow, Miriam and Marion G. Cooper. *The Medical Assistant*. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958.

2. Schwarzrock, Shirley and James R. Jensen. *Effective Dental Assisting*. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975.

3. Schwarzrock, Shirley and Donovan Ward. *Effective Medical Assisting*. Dubuque, Iowa: Wm. C. Brown Co., 1969.

UNIT X -A

COMPLETING MEDICAL INSURANCE FORMS

INFORMATION SHEET

I. Terms and definitions

   A. Claims--A form usually filed by the doctor or company for payment of service rendered

   B. Customary charge--One which is most frequently used by the doctor or medical facility

   C. Prevailing charge--The range of charges most frequently and widely charged in a specific community

   D. Insurance--Coverage by contract whereby one party undertaken to indemnify or guarantee another a sum for health services rendered or loss of life

   E. Prepaid insurance--Money that the patient has previously paid to an insurance company for expected coverage

II. Information that should be taken from the patient

   A. Name

   B. Date of birth

   C. Address

   D. Social security number or other identification

   E. First complaint of present illness

   F. Date the above illness began

   G. Date the patient first saw doctor concerning particular illness

   H. Name of insurance company

   I. Address of insurance company

III. Information insurance companies need

   A. Doctor's name

   B. Address

   C. Patient's name

   D. Each date services were provided

   E. Place services were provided

   F. Description of the services provided on each visit

   G. Charge for each service

   H. Amount the patient has paid the doctor to date

IV. Responsibilities of the health assistant in filing insurance claims

   A. Keep all necessary records.

   B. Be alert to tell the patients how much their insurance covers and what their own responsibilities are.

   C. Always remind the patient that the insurance company may not pay the entire bill.

   D. Ask the patient if they wish to file their own insurance claims or if they wish the company to file for them.

   E. Send an accurate report to the insurance company.

INSURANCE FORM

INDIVIDUAL HOSPITAL INSURANCE FORM

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Hospital Complete and Furnish Copy To

Address

Name of Policyholder: Albert T. Thomas

Policy Number(s): 70053390

Address Street and Number: 1700 Bossum

City: Paris

State or Province: Texas

Name of Patient (if other than policyholder)

Age

Date Admitted: March 3, 1977

Time Admitted: 4:00 p.m. AM PM

Date Discharged: April 18,'77

Time Discharged: 1:30 p.m. AM PM

Other Insurance Indicated by Hospital Records. If YES name of Company

☐ NO ☒ YES Yellow Cross Insurance Company

Complaint: Broken limbs and internal bleeding

Date of First Symptoms: March 3, 1977

Diagnosis from Records (if injury give date, place of accident)

Injury occurred on March 3,'77 at the corner of Main and L

Operations or Obstetrical Procedures Performed (Nature and Date)

HOSPITAL CHARGES EXAMINATION, AND TREATMENT RECORD

DATE	SERVICE	COST
3/3	X-Ray made of arms and chest	$50.00
3/3	EKG	$40.00
3/4	Blood work-up	$29.00
3/5	Application of cast on arm and chest.	$90.00
	TOTAL	$209.00

HOSPITAL: Holy Cross

ADDRESS: 1705 Kelly St.

TAKEN FROM RECORDS ON: April 18, 19 77

SIGNED BY: Place your name here

AUTHORIZATION TO RELEASE INFORMATION: I hereby authorize the above named hospital to release information requested on this form.

Date April 18, , 19 77 Signed ______________________

Patient (Parent if a Minor)

AUTHORIZATION TO PAY INSURANCE BENEFITS: I hereby authorize payment directly to the above named hospital of the Hospital benefits otherwise payable to me but not to exceed the hospital's regular charges for this period of hospitalization. I understand I am financially responsible to the hospital for charges not covered by this authorization.

Date April 18, 19 77 Signed ______________________

Policyholder

UNIT X-A

COMPLETING MEDICAL INSURANCE FORMS

ASSIGNMENT SHEET #1--COMPLETE A MEDICAL FORM

Directions: Use X-A-TM-1 as an example. From the data below, complete the medical form.

Patient: Robert P. Johnson

Address: 1975 Boss Street
New York, NY 10787

Age: 57 years

Hospital complete and furnish copy to:

Empire State Insurance Co.
3414 Liberty Street
New York, NY 10793

Admission date: Oct. 1, 1977--4:00 p.m.

Discharge date: Dec. 18, 1977--1:30 p.m.

Policy number: 20775504

Hospital: Holy Cross
2212 James Street
New York, NY 10783

Complaint: Severe abdominal pain, compound fracture of left leg.

Date of first symptoms: Oct. 1, 1977

Diagnosis: Internal bleeding, compound fracture of left femur.

Date and place of accident: Corner of Ash Street and Elm Street, Oct. 1, 1977.

Taken from records on Dec. 18, 1977

Signed by Sister Mary Agnes Carr, M.R.A.

EXAMINATION AND TREATMENT RECORD

Date	Service	Charge
Oct. 1, 1977	Examination Application of cast	$70.00
Oct. 6, 1977	Blood work-up EKG	$75.00
Sept. 7, 1977	X-rays	$50.00
Nov. 1, 1977	Office visit	$35.00
Nov. 7, 1977	Eye examination	$30.00
Nov. 21, 1977	Removal of leg cast X-ray	$65.00
Dec. 8, 1977	Re-apply cast to leg	$40.00
Dec. 16, 1977	Removal of leg cast	$46.00
Total		________

(Note: Use the form on the following page.)

X-A-11

INDIVIDUAL HOSPITAL INSURANCE FORM

Spaced for Typewriter — Marks for Tabulator Appear on this Line

Hospital Complete and Furnish Copy To	Address	
Name of Policyholder	Policy Number(s)	
Address Street and Number	City	State or Province

Name of Patient (If other than policyholder)	Age

Date Admitted	Time Admitted AM PM	Date Discharged	Time Discharged AM PM

Other Insurance Indicated by Hospital Records. If YES name of Company

☐ NO ☐ YES

Complaint

Date of First Symptoms

Diagnosis from Records (If injury give date, place of accident)

Operations or Obstetrical Procedures Performed (Nature and Date)

HOSPITAL CHARGES EXAMINATION AND TREATMENT RECORD

DATE	SERVICE	COST
	TOTAL	

HOSPITAL	ADDRESS
TAKEN FROM RECORDS ON 19	SIGNED BY

AUTHORIZATION TO RELEASE INFORMATION: I hereby authorize the above named hospital to release information requested on this form.

Date ____________________, 19____ Signed ______________________________

Patient (Parent if a Minor)

AUTHORIZATION TO PAY INSURANCE BENEFITS: I hereby authorize payment directly to the above named hospital of the Hospital benefits otherwise payable to me but not to exceed the hospital's regular charges for this period of hospitalization. I understand I am financially responsible to the hospital for charges not covered by this authorization.

Date ____________________, 19____ Signed ______________________________

Policyholder

UNIT X-A

COMPLETING MEDICAL INSURANCE FORMS

ANSWER TO ASSIGNMENT SHEET #1

INDIVIDUAL HOSPITAL INSURANCE FORM

Spaced for Typewriter – Marks for Tabulator Appear on this Line

Hospital Complete and Furnish Copy To: Empire State Insurance Co.

Address: 3414 Liberty St.
New York, NY 10793

Name of Policyholder: Robert P. Johnson

Policy Number(s): 20775504

Address Street and Number: 1975 Boss St.

City: New York

State or Province: New York 10787

Name of Patient (if other than policyholder):

Age:

Date Admitted: October 1, 77

Time Admitted AM PM: 4:00 p.m.

Date Discharged: Dec. 18, 77

Time Discharged AM PM: 1:30 p.m.

Other Insurance Indicated by Hospital Records. If YES name of Company

☒ NO ☐ YES

Complaint: Broken femur and internal bleeding

Date of First Symptoms: October 1, 1977 Corner of Ash and Elm

Diagnosis from Records (if injury give date, place of accident)

Operations or Obstetrical Procedures Performed (Nature and Date)

HOSPITAL CHARGES EXAMINATION AND TREATMENT RECORD

DATE	SERVICE	COST
10/1/77	Examination	--
10/1/77	Application of cast	$70.00
10/6/77	Blood work-up	-
10/6/77	EKG	$75.00
10/7/77	X-rays	$50.00
11/1/77	Office visit	$35.00
11/7/77	Eye examination	$30.00
11/21/77	Removal of leg cast	-
12/6/77	X-ray	$65.00
12/8/77	Re-apply cast to leg	$40.00
12/16/77	Removal of leg cast	$46.00
	TOTAL	$411.00

Hospital: Holy Cross

Address: 2212 James St.
New York, NY 10783

Taken from Records on: December 18, 19 77

Signed by: Sister Mary Agnes Carr, M.R.A.

AUTHORIZATION TO RELEASE INFORMATION: I hereby authorize the above named hospital to release information requested on this form.

Date: Dec. 18, 19 77 Signed: ______________

Patient (Parent if a Minor)

AUTHORIZATION TO PAY INSURANCE BENEFITS: I hereby authorize payment directly to the above named hospital of the Hospital benefits otherwise payable to me but not to exceed the hospital's regular charges for this period of hospitalization. I understand I am financially responsible to the hospital for charges not covered by this authorization.

Date: Dec. 18, 19 77 Signed: ______________

Policyholder

UNIT X-A

COMPLETING MEDICAL INSURANCE FORMS

UNIT TEST

1. Match each of the following terms with the definition.

____a. A form usually filed by the doctor or company for payment of services rendered

____b. A charge which is most frequently used by the doctor or medical facility

____c. A range of charges most frequently and widely charged in a specific community

____d. Coverage by contract whereby one party undertakes to indemnify or guarantee another a sum for health services rendered or for loss of life

____e. Money that the patient has previously paid into an insurance company for expected coverage

1. Customary charge
2. Prepaid insurance
3. Insurance
4. Claim
5. Prevailing charges

2. From this list identify information that should be asked of the patient in order to fill out an insurance claim.

a. Name

b. Phone number

c. Address

d. Social Security number

e. Date illness began

f. Date first seen by the doctor

g. How many children the patient has

h. What is the patient's salary

i. Name of the patient's insurance company

j. Address of the insurance company

k. City and state where company is located

l. The patient's height

m. The patient's weight

n. Patient's previous illnesses

o. Sex of patient

p. Authorization to release information

q. Doctor's signature

r. Policy number

s. Certificate number

3. Answer the following statements concerning information needed by insurance companies by writing TRUE or FALSE in the blanks provided.

__________a. Doctor's name

__________b. Doctor's office address

__________c. Doctor's home address

__________d. Patient's name

__________e. Each date services were provided

__________f. Doctor's income

__________g. Description of the services provided at each visit

__________h. Patient's income

__________i. The amount the patient has paid the doctor at present

__________j. What type of clothing the patient is wearing

4. List five responsibilities of the health assistant in filing insurance claims.

   A.

   B.

   C.

   D.

   E.

UNIT X-A

COMPLETING MEDICAL INSURANCE FORMS

ANSWERS TO UNIT TEST

1. 4 a.

1 b.

5 c.

3 d.

2 e.

2. Identification should include:

a. Name
b. Date of birth
c. Address
d. Social Security number
e. Date first seen by doctor
f. Date illness began
g. Name of insurance company
h. Address of company
i. Sex of patient
j. Describe how and where the accident occurred
k. Marital status
l. Patient's occupation
m. First date unable to work
n. Date returned to work
o. Authorization to release medical information
p. Doctor's signature
q. Doctor's degree
r. Policy number
s. Certificate number
t. Last day of full time work
u. Employment status
v. Is disability due to occupational cause?
w. Patient's signature
x. Was the patient injured at work?
y. Patient's zip code

3. Answer true or false.

T a.
T b.
F c.
T d.
T e.
F f.

__T__ g.

__F__ h.

__T__ i.

4. Discussion should include:

   a. Keep all necessary records.

   b. Be alert to tell the patient's how much their own responsibilities are.

   c. Always remind the patient that the insurance company may not pay the entire bill.

   d. Ask the patients if they want to file their own insurance claim or if they wish the company to file it for them.

   e. Send accurate report to the insurance company.

5. Evaluated to the satisfaction of the instructor.

UNIT X-B

OBTAINING PATIENT DATA

UNIT OBJECTIVE

After completing this unit, the student will be able to define terms, demonstrate techniques, and list procedures relating to obtaining patient data. Knowledge of this material will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms relating to obtaining patient data.
2. List essential details that should be asked of the patient when completing a case history.
3. Discuss precautions in obtaining patient data.
4. Complete two different case history forms.

UNIT X-B

OBTAINING PATIENT DATA

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide objective sheet

   B. Discuss objective sheet

   C. Pass out information sheet

   D. Discuss information sheet

   E. Make and show transparencies

   F. Distribute and discuss assignment sheets

   G. Explain directions given on assignment sheets

   H. Give test

   I. Evaluate test

II. Student

   A. Read and discuss objective sheet

   B. Participate in discussion of objective sheet

   C. Read and discuss material contained in information sheet

   D. View transparencies

   E. Complete assignment sheets

   F. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

   A. Objective sheet

   B. Information Sheet

C. Transparency master--X-B-TM-1--A Completed Case History Form

D. Assignment sheets

1. Assignment Sheet #1--Practice Filling Out A Case History Form

2. Assignment Sheet #2--Practice Filling Out A Case History Form

E. Answers to Assignment sheets

F. Test

G. Answers to test

II. References: Books

A. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958.

B. Bredow, Miriam. Medical Office Procedures. Dallas, Texas: McGraw-Hill Book Co., 1973.

C. Schwarzrock, Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa: Wm. C. Brown Co., 1969.

UNIT X-B

OBTAINING PATIENT DATA

INFORMATION SHEET

I. Terms and definitions

   A. Medical history--Information concerning the patient that is necessary for diagnosing the case, and prescribing treatment.

   B. Present ailment--An exact description of the symptoms that are troubling the patient

   C. Past medical history--Any illnesses that the patient may have had in the past and treatment administered

   D. Family history--Facts about the health of the patient's family and other blood relatives that might be significant to the patient's condition

   E. Diagnosis--The decision made by the doctor about the condition of a patient

   F. Prognosis--The doctor's opinion of the outcome of the illness. The patient's chance of improvement or cure

II. Essential details asked of the patient

   A. Name, address, and phone number

   B. Civil status

   C. When did you first notice this complaint?

   D. Were the symptoms steady or at intervals?

   E. What was the subsequent condition?

   F. Is there any pain (if pain is not mentioned by patients)?

   G. Please describe the pain--sharp, dull, ache, or soreness

   H. Is tenderness present?

   I. Is the pain constant or brought on by moving?

J. Just exactly where is the pain located?

K. Do you have thirst, vomiting, dizziness, loss of appetite?

L. Do you have diarrhea or constipation?

M. Frequency or urgency of urination?

N. Difficult urination? Burning sensation?

O. Did you take any medicine for the trouble or apply any treatment?

P. Did you consult another physician?

Q. Have you had this or a similar condition before?

III. Precautions in obtaining patient data

A. Consider carefully the personality of a patient.

B. Ask only those things that are absolutely important to the patient's illness.

C. Stress the concept of confidentiality.

D. Be aware of voice tone and inflection.

E. Do not insist that the patient answer a question.

F. Be sensitive to the patient's feelings.

CASE HISTORY FORM

PATIENT Janet Jones **Age** 22 **Sex** Female **M S W D** **No** N-435

Address 202 Smith St., Your City, St. ZIP **Phone** 331-6692 **DATE** 5/1 **19** --

Nearest Relative or Party Responsible Philip Jones **Rel.** Father **Address** Same **Phone** Same

Employer General Radio Co. **Address** 245 W. 9th St. **Phone** 331-2948

Occupation Secretary **yrs.** **Nationality** American **Religion** Prot. **Referred by** James Williams M.D.

FAMILY HISTORY
Father; Mother; Sisters; Brothers. Causes of deaths: Malignant Tumor, Tuberculosis, Rheumatism, Heart Disease, Diabetes, Goiter, Nephritis, Insanity, Obesity, Dropsy, etc.

Mother and father - living and well; one sister - living and well. No significant history.

PERSONAL HISTORY
Diphtheria, Measles, Chicken-pox, Mumps, Scarlet Fever, Poliomyelitis, Smallpox, Typhoid Fever, Malaria, Pneumonia, Dysentery, Gonorrhea, Syphilis, Tonsillitis, Nephritis, Tuberculosis, Influenza, Injuries, etc.

OPERATIONS

MENSTRUAL: Onset, Periodicity, Type, Duration, Pain, Last Period, Menopause.

MARITAL: Pregnancies, Miscarriages, Abortions, Children, Sterility.

HABITS: Alcohol, Drugs, Tobacco, Eating, Coffee, Tea, Water, Bowels, Sleep, Exercise, Amusements, etc.

Has had the usual childhood diseases.

PRESENT ILLNESS
Onset, Symptoms, Progress, Duration, Previous Treatment.

5/1/-- Lead pencil tip in right palm.
7/9/-- Fever, sore throat, general malaise, occasional chills.

PHYS. EXAMINATION
General Appearance, Skin, Mucous Membranes, Eyes, Ears, Nose, Throat, Tonsils, Mouth, Teeth, Chest, Heart, Lungs, Abdomen, Hernia, Genitalia, Rectum, Vagina, Extremities, Reflexes, Lymph Nodes, etc.

5/1/--
Temp 98.6 Pulse 100 Resp 20 Blood Pressure: D 62 S 92
Height 5' 3" Present Wt 100 Normal Wt 100

7/9/-- T. 101.4; P. 108; R. 22;
B/P 92/62; H. 5'3"; W. 100

LABORATORY FINDINGS
Urine, Blood (chemistry, morphology), Sputum, Smears, Exudates, Transudates, Feces, Gastric Contents, Spinal Fluid, Serology, Wassermann, Kahn, Schick, Dick, Pregnancy Tests, X-ray, Fluoroscopy, Special Tests.

Date	Details

DIAGNOSIS 5/1/-- Foreign body imbedded in palm of right hand. 7/9/-- Tonsillitis.

UNIT X-B

OBTAINING PATIENT DATA

ASSIGNMENT SHEET #1--PRACTICE FILLING OUT A CASE HISTORY FORM

Directions: From the data supplied below, you are to place the case history of this patient on the form in the proper place.

T. Robert Astor, 25, had an appointment with the doctor on Nov. 30, 19___. The file number assigned to Mr. Astor was C-941. Mr. Astor is single and lives at 3913 Sparrow Road. Your City, State, and ZIP Code. His telephone number is 481-9896. His closest relative is his mother, Mrs. Jeanette Astor, of the same address. Mr. Astor is employed as a Senior Analyst at Court Computer Agency, 900 Washington Road. The telephone number at the agency is 481-5051. He is an American by birth and a Protestant by faith. No one had referred him to the doctor.

His family includes a mother, living and well, and three sisters and one brother, living and well. His father was killed in an automobile accident three years ago. His paternal grandfather died, with diabetes mellitus as a contributing factor.

He has had the usual childhood diseases; a tonsillectomy and adenoidectomy at age 12; an appendectomy at age 16.

Mr. Aster complains of "pain in the upper part of my right leg with a small limp."

The following was determined by physical examination: temperature 98.6; pulse 88; respirations 20; blood pressure D. 80, S. 120; height 70"; present weight 160; and normal weight 160. The diagnosis was subcutaneous sebaceous cyst (size of marble) on the right flank area.

On March 19, 19__, Mr. Astor again visited the doctor's office with a cut on his right arm. The physical examination at the time revealed a temperature of 98.6; pulse 100; respirations 20; blood pressure D. 80, S. 120. His weight and height remained the same as on November 30. The diagnosis was a two-inch laceration on the right forearm, contaminated.

Under "Treatment and Remarks" you write: Closure of two-inch wound after procaine block and debridement; closure with five 00 catgut for deep closure and seven 000 skin sutures; penicillin IM.

X-B-11

PATIENT

Age ______ Sex ______ M S W D No ______

Address ______ Phone ______ DATE ______ 19__

Nearest Relative or Party Responsible ______ Rel. ______ Address ______ Phone ______

Employer ______ Address ______ Phone ______

Occupation ______ yrs. Nationality ______ Religion ______ Referred by ______

FAMILY HISTORY

Father; Mother; Sisters; Brothers. Causes of deaths. Malignant Tumor, Tuberculosis, Rheumatism, Heart Disease, Diabetes, Goiter, Nephritis, Insanity, Obesity, Dropsy, etc.

PERSONAL HISTORY

Diphtheria, Measles, Chicken pox, Mumps, Scarlet Fever, Poliomyelitis, Smallpox, Typhoid Fever, Malaria, Pneumonia, Dysentery, Gonorrhea, Syphilis, Tonsillitis, Nephritis, Tuberculosis, Influenza, Injuries, etc.

OPERATIONS

MENSTRUAL: Onset, Periodicity, Type, Duration, Pain, Last Period, Menopause.

MARITAL: Pregnancies, Miscarriages, Abortions, Children, Sterility.

HABITS: Alcohol, Drugs, Tobacco, Eating, Coffee, Tea, Water, Bowels, Sleep, Exercise, Amusements, etc.

PRESENT ILLNESS

Onset, Symptoms, Progress, Duration, Previous Treatment.

PHYS. EXAMINATION

General Appearance, Skin, Mucous Membranes, Eyes, Ears, Nose, Throat, Tonsils, Mouth, Teeth, Chest, Heart, Lungs, Abdomen, Hernia, Genitalia, Rectum, Vagina, Extremities, Reflexes, Lymph Nodes, etc.

Temp______ Pulse______ Resp______ Blood Pressure: D______ S______

Height______ Present Wt______ Normal Wt______

LABORATORY FINDINGS

Urine, Blood (chemistry, morphology), Sputum, Smears, Exudates, Transudates, Feces, Gastric Contents, Spinal Fluid, Serology, Wassermann, Kahn, Schick, Dick, Pregnancy Tests, X-ray, Fluoroscopy, Special Tests.

Date	Details

DIAGNOSIS

UNIT X-B

OBTAINING PATIENT DATA

ASSIGNMENT SHEET #2--PRACTICE FILLING OUT A CASE HISTORY FORM

Directions: From the data supplied below, you are to place the case history of the patient on the form in the proper place.

File No. C-272 was assigned to Mr. Joseph P. Harding, 34, of 36 Parson Avenue, Your City, State, and ZIP Code. His telephone number is 561-3421, and his first visit was on January 9, 19__. His nearest relative is his wife, Agnes D. Harding. Mr. Harding is a salesman for National Products, Inc., of 729 Garrett Street; the telephone number is 561-6000. He has been a salesman with this company for twenty years. This patient is an American by birth and Jewish by faith. No one had referred him to the doctor.

His family history reveals that both parents are deceased of normal causes. He has a brother, living and well.

His personal history reveals he has had all the usual childhood diseases; he has chronic tonsillitis, smokes cigarettes, and drinks alcohol occasionally.

On January 9, 19__, Mr. Harding visited the doctor complaining of a "sore throat and slight fever."

The physical examination showed a temperature of 101.2; pulse 92; respirations 20; blood pressure D. 78 S. 126; height 72"; present weight 186; and normal weight 186.

The doctor made a diagnosis of erythema of the pharynx. Under "Treatment and Remarks" the doctor has you write: Physical examination and oral penicillin, charging a fee of $7, which Mr. Harding paid at the doctor's office.

On March 18, Mr. Harding returned to the doctor's office complaining of a "sore throat, fever, headaches, nasal congestion, and occasional slight chills."

His physical examination disclosed a temperature of 101.4; pulse 94; respirations 20; blood pressure D. 78 S. 126. His height and weight remain the same as on January 9. The diagnosis was erythema of the pharynx.

Under "Treatment and Remarks" you write: Physical examination and oral Declomycin. The fee was $7, which Mr. Harding paid on April 12.

On July 21, 19__, Mr. Harding's wife brought him to the doctor's office with a "broken arm." Because of the pain, the doctor did not give Mr. Harding a complete physical examination, but did give a diagnosis of fracture, radial head into joint, proximal left forearm.

Under "Treatment and Remarks," write: X-ray; closed reduction of fracture; cast from fingers to mid-arm in 90-degree flexion.

On August 29, 19__, Mr. Harding returned to the doctor's office to have his cast removed. Under "Treatment and Remarks," write: Removal of cast; ace bandage applied, exercise advised.

X-B-15

PATIENT Age Sex M S W D No

Address Phone DATE 19

Nearest Relative or Party Responsible Rel. Address Phone

Employer Address Phone

Occupation yrs. Nationality Religion Referred by

FAMILY HISTORY

Father; Mother; Sisters; Brothers. Causes of deaths: Malignant Tumor, Tuberculosis, Rheumatism, Heart Disease, Diabetes, Goiter, Nephritis, Insanity, Obesity, Dropsy, etc.

PERSONAL HISTORY

Diphtheria, Measles, Chicken-pox, Mumps, Scarlet Fever, Poliomyelitis, Smallpox, Typhoid Fever, Malaria, Pneumonia, Dysentery, Gonorrhea, Syphilis, Tonsillitis, Nephritis, Tuberculosis, Influenza, Injuries, etc.

OPERATIONS

MENSTRUAL: Onset, Periodicity, Type, Duration, Pain, Last Period, Menopause.

MARITAL: Pregnancies, Miscarriages, Abortions, Children, Sterility.

HABITS: Alcohol, Drugs, Tobacco, Eating, Coffee, Tea, Water, Bowels, Sleep, Exercise, Amusements, etc.

PRESENT ILLNESS

Onset, Symptoms, Progress, Duration, Previous Treatment.

PHYS. EXAMINATION

General Appearance, Skin, Mucous Membranes, Eyes, Ears, Nose, Throat, Tonsils, Mouth, Teeth, Chest, Heart, Lungs, Abdomen, Hernia, Genitalia, Rectum, Vagina, Extremities, Reflexes, Lymph Nodes, etc.

Temp________ Pulse________ Resp________ Blood Pressure: D________ S________

Height________ Present Wt________ Normal Wt________

LABORATORY FINDINGS

Urine, Blood (chemistry, morphology), Sputum, Smears, Exudates, Transudates, Feces, Gastric Contents, Spinal Fluid, Serology, Wassermann, Kahn, Schick, Dick, Pregnancy Tests, X-ray, Fluoroscopy, Special Tests.

Date	Details

DIAGNOSIS

UNIT X-B

OBTAINING PATIENT DATA

ANSWERS TO ASSIGNMENT SHEET

Answers to Assignment Sheet #1 and #2 will be completed in the same manner as TM-1.

UNIT X-B

OBTAINING PATIENT DATA

UNIT TEST

1. Match terms with the appropriate definition.

____a. Information concerning the patient that is necessary for diagnosing the case, prescribing treatment

____b. An exact description of the symptoms

____c. Any illness that the patient has had in the past and treatment administered

____d. Facts about the health of the patient's family and other blood relatives that might be significant to the patient's condition

____e. Decision made by the doctor about the condition of a patient

____f. The doctor's opinion of what the outcome of the illness will be. The patient's chances of improvement or cure

1. Medical history

2. Family history

3. Diagnosis

4. Past medical history

5. Prognosis

6. Present ailment

2. From the list below circle the question that should be asked of the patient when taking the patient's case history.

a. How many marriages?

b. When did they first notice the complaint?

c. Name of patient.

d. What type of car do you drive?

e. Are you at present in pain?

f. Is tenderness present?

g. Does the pain occur when you are moving?

h. Civil status.

i. Do you have a loss of appetite?

j. Home address of patient.

k. Are you having any dizziness?

l. Did you take any medication for this illness?

m. Did you apply any treatment?

n. Patient's telephone number.

o. Do you have a pet?

p. What is your pet's name?

q. Did you consult another physician?

r. Where were you born?

s. Patient's educational training.

t. Have you had this or a similar condition before?

3. Discuss precautions in obtaining patient's data.

a.

b.

c.

d.

e.

f.

4. Complete two different case history forms.

(Note: If this activity has not been completed prior to the test, ask the instructor when it should be completed.)

UNIT X-B

OBTAINING PATIENT DATA

ANSWERS TO UNIT TEST

1. 1 a.

   6 b.

   4 c.

   2 d.

   3 e.

   5 f.

2. The following statements should be circled.

   b.
   c.
   e.
   f.
   g.
   h.
   i.
   j.
   k.
   l.
   m.
   n.
   o.
   q.
   t.

3. Discussion should include:

   a. Consider carefully the personality of the patient.

   b. Ask only those things that are absolutely important to the patient's illness.

   c. Stress the concept of confidentiality.

   d. Be aware of voice tones and inflection.

   e. Do not insist that the patient answer a question.

   f. Be sensitive to the patient's feelings.

4. Evaluated to the satisfaction of the instructor.

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

UNIT OBJECTIVE

After completing this unit, the student will be able to define terms, list procedures associated with collecting and recording daily services, and prepare a check and a deposit slip. This knowledge will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms relating to collecting and recording daily service charges
2. List three areas into which business might be divided
3. Identify procedures in recording financial transactions
4. List procedures in recording financial transactions
5. Divide financial records into three groups
6. List the various ways the patient may pay the doctor
7. List the important points in writing a receipt
8. List items to be placed on the patient's receipt
9. Prepare a statement for the patient
10. Prepare a receipt for a patient
11. Fill out a daily log with the entire day's collection
12. Write a check correctly
13. Prepare a deposit slip

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide objective sheet

   B. Discuss objective sheet

   C. Pass out information sheet

   D. Discuss information sheet

   E. Make and show transparencies

   F. Distribute and discuss assignment sheets

   G. Explain directions given on assignment sheets

   H. Give and evaluate test

II. Student:

   A. Read and discuss objective sheet

   B. Read and discuss material contained in information sheet

   C. Complete assignment sheets

   D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheet

   C. Transparency masters

      1. X-C-TM-1--Statement For The Patient

2. X-C-TM-2--Write The Patient A Receipt
3. X-C-TM-3--Fill Out a Daily Log With The Entire Days Collection
4. X-C-TM-4--Write A Check Correctly
5. X-C-TM-5--Prepare A Deposit Slip

D. Assignment sheet

1. Assignment Sheet #1--Prepare A Statement For The Patient
2. Assignment Sheet #2--Write The Patient A Receipt
3. Assignment Sheet #3--Fill Out Daily Log
4. Assignment Sheet #4--Write A Check Correctly
5. Assignment Sheet #5--Prepare A Deposit Slip

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References: Books

A. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958. p. 339.

B. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1976. p. 193, 196, and 205.

C. Schwarzrock Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa; Wm. C. Brown Co., 1969, pp. 258-59

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

INFORMATION SHEET

I. Terms and definitions

   A. Assets--All things that are owned

   B. Check--An authorization to the bank to pay a specified amount of money to the person named on the check from the account of the person who signs the check

   C. Day sheet--Shows all the activities in medical care and finance for a single day

   D. Statements--Itemized lists sent to patient which should indicate the service performed and the charges to be paid by the patient

   E. Third party payment records--Information which must be maintained as required by the third party whether it be a government agency or a private insurance firm

   F. Receipt--A written acknowledgment of a specific payment

   G. Patient's service record--A written record of all services rendered, charges, and return visits of all individual patients

   H. Source documents--Records of proof of billing or proof of payment which must be permanently filed

   I. Voiding a check--Destroying a check that has been written incorrectly

   J. Petty cash--Money used in a facility that is to pay items of a minor nature which do not warrant the writing of a check

   K. Disbursement record--The record of the expenditures

   L. Deposit slip--A special form on which to list currency, coins, and checks to be placed in the bank.

II. Three areas into which business can be divided

   A. Assets--What one owns

   B. Liabilities--What one owes

   C. Net worth--That which is left over after liabilities are subtracted from assets

III. Assets in a medical facility

   A. Any property owned by the facility

   B. Accounts receivable

   C. Money in bank account

   D. Money already received but not yet deposited

IV. Procedure in recording financial transaction

   A. Record the charges for each patient that visits the office

   B. When patients pay by cash, the entry is made accordingly

   C. Payment by check and partial payment should be entered immediately

V. Financial records divided into three groups

   A. Records about money received and services rendered

   B. Records about expenditures

   C. Banking records

VI. Ways the patient pays the doctor

   A. In cash at time of service

   B. Monthly, upon receipt of statement

   C. Through insurance

   D. By time-payment plan

VII. Important points in writing receipts

- A. Receipts should be made in duplicate.
- B. Receipt carbons must show every payment.
- C. The patient needs the receipt as proof of payment.
- D. The receipt should be made out to the individual to whom the account was billed.
- E. Use a good ball-point pen for writing receipts and write firmly.

VIII. Items to be included in writing the patient a receipt

- A. Each day's receipt should be completed by the end of the day.
- B. The total receipts should equal exactly the total of the cash and checks on hand.
- C. The above information should be placed on a standardized form.
- D. The deposit should be carried to the bank as soon as possible each day.

PATIENT'S STATEMENT

B.E. WELL, M.D.
100 ANY STREET
ANYTOWN, ANYWHERE 74213
(612)926-1414

Address: 300 Chestnut Ave.
Name: Gordon Cash
Phone: 375-5001
SS#: 646-52-7803

DATE	PROFESSIONAL SERVICE	CHARGE	PAID	BALANCE
5-10	H.V. and INJ	40.00	10.00	30.00
5-11	O.C.V.	25.00		25.00
6-4	A.	150.00	100.00	50.00
6-15	U.	45.00	45.00	
8-9	X-ray and INJ	75.00	35.00	40.00
10-1	Surgery	400.00	400.00	
10-7	X-ray and H.C.	100.00	50.00	50.00
10-21	B.T.	25.00		25.00
11-1	I.V.P.	90.00	40.00	50.00
11-15	V.C.	60.00	30.00	30.00
12-1	E.T.T.	45.00	45.00	
12-20	D	-0-		300.00
	Pay the last figure in this column			

O.C.E. – Office Consultation & Examination
E.E.G. – Electroencephalogram
E.T.T. – Exercise Tolerance Test
H.V. – Home Visit
H.C. – Hospital Consultation
U. – Urine
B.T. – Blood Test
V.C. – Vital Capacity
A. – Admission
S. – Surgery
D. – Discharge
E.K.G. – Electrocardiogram
INJ. – Injection

RECEIPT

No. 4

_______________ 19___

Received from Joy Fall

One hundred and no/100 *Dollars*

FOR Medical Services

Thomas Smith M.D.

$ 150.00 **Check** ☑ **Cash** ☐
BALANCE

DAILY LOG

DAILY LOG

Current Date ______________ **19**___

Hr.		**Name of Patient**	**Service Rendered**	**Charge**	**Cash**	**Rec'd on Account**
8	00	John Man	Office visit	30.00		
8	15					
8	30	Smith, Robert	Removal of tumor		76.00	
8	45					
9	00					
9	15	Mason, Jim	Blood test		77.00	
9	30					
9	45	Andrew, Joe	X-ray	30.00		
10	00					
10	15	Jones, Tim	Consultation	40.00		
10	30					
10	45					
11	00					
11	15	Brown, Ann	Plyogram	50.00		
11	30					
11	45	Zimby, Jay	EKG	35.00		
12	00					
12	15					
12	30	Peters, Mrs. Joy	Vital Capacity	50.00		
12	45					
1	00					
1	15	Raywin, Jean	Application of cast		50.00	
1	30					
1	45					
2	00	Jones, Ella	Urinalysis		35.00	
2	15					
2	30	Gomez, Ann	X-ray	76.00		
2	45					
3	00					
3	15	Tate, Josh	Removal of cast	42.00		
				303.00	188.00	= 421.00

Receipts for Day 421.00

CHECK

NO. ________ $ ________
DATE ____________ 19___
TO ________________
FOR ________________

	DOLLARS	CENTS
BALANCE		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BALANCE		

NO. ________

____________ 19___

PAY TO THE ORDER OF National Medical Services $ 968.75

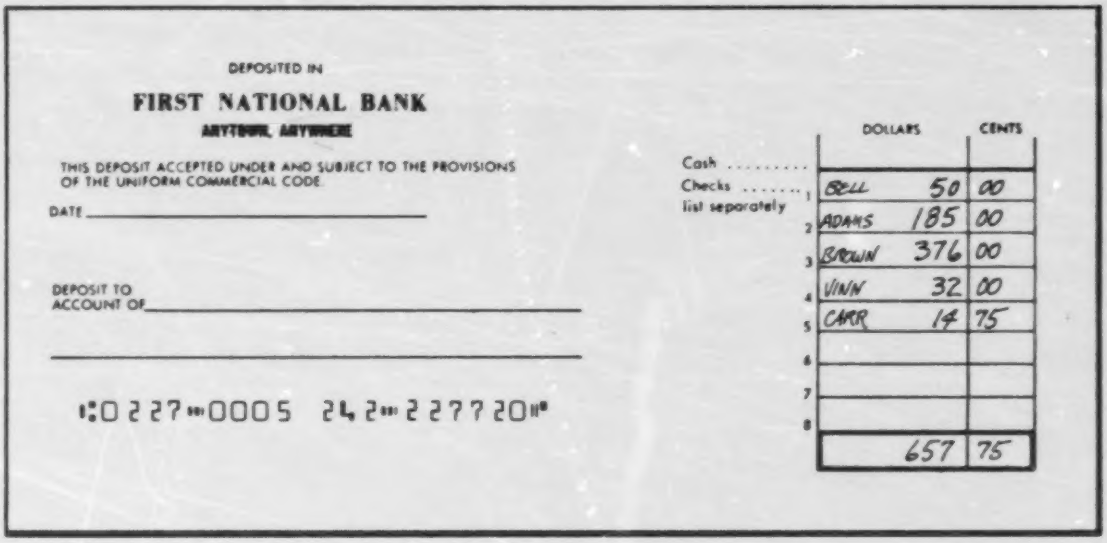
Nine hundred sixty-eight and 75/100 DOLLARS

FIRST NATIONAL BANK
ANYTOWN, ANYWHERE

⑆0227⑉0005 242⑈22772O⑈

John E. Dores

DEPOSIT SLIP



DEPOSITED IN

FIRST NATIONAL BANK

ANYTOWN, ANYWHERE

THIS DEPOSIT ACCEPTED UNDER AND SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE.

DATE __________

DEPOSIT TO ACCOUNT OF __________

⑆0227⑈0005 242⑈227720⑈

		DOLLARS	CENTS
Cash			
Checks list separately	1	BELL 50	00
	2	ADAMS 185	00
	3	BROWN 376	00
	4	VINN 32	00
	5	CARR 14	75
	6		
	7		
	8		
		657	75

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ASSIGNMENT SHEET #1--FILLING OUT PATIENT'S STATEMENT

Directions: Observe transparency #1. From the information given below, fill out the patients account form

A. Mr. Joe Johnson S.S.--459-09-2796
1472 Ash Hollow Phone--886-6639
Injection
September 14
Charge - $55.00
Payment - $45.00
Current balance - $10.00

B. September 14
Physical examination - $300.00
Payment - $310.00
Current balance - $-0-

C. December 4
Skin cancer removed
Charge - $1,300.00
Payment - $1,300.00
Current balance - $-0-

(Note: Form on the following page.)

ASSIGNMENT SHEET #1--FILLING OUT PATIENT'S STATEMENT

B.E. WELL, M.D.
100 ANY STREET
ANYTOWN, ANYWHERE 74213
(612)926-1414

Address ____________________ Name ____________________

Phone ____________________ SS# ____________________

DATE	PROFESSIONAL SERVICE	CHARGE	PAID	BALANCE

O.C.E. – Office Consultation & Examination
E.E.G. – Electroencephalogram
E.T.T. – Exercise Tolerance Test
H.V. – Home Visit
H.C. – Hospital Consultation
U. – Urine
B.T. – Blood Test
V.C. – Vital Capacity
A. – Admission
S. – Surgery
D. – Discharge
E.K.G. – Electrocardiogram
INJ. – Injection

UNIT V-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ASSIGNMENT SHEET #2--PREPARE A RECEIPT FOR A PATIENT

Directions: Observe transparency #2. From the information given: fill in the form below using transparency #2 as a guide

Receipt number

Current date

Amount of bill $786.46

Amount paid $500.00

Balance due

Paid by check

Sign (your signature)

No. 4

________________ 19____

Received from ______________________________

______________________________ *Dollars*

FOR ______________________________

____

$________ **Check** ☐ **Cash** ☐
BALANCE

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ASSIGNMENT SHEET #3--FILL OUT DAILY LOG WITH ENTIRE DAY'S COLLECTION

Directions: Review TM-#3. Use information listed below to fill out form.

A. Brom, May
Service--regular office visit
Date--September 14, 1980
Time--8 a.m.
Charge--$30.00

B. Way, Jim
Service--X-ray work up
Date--September 14, 1980
Time--9 a.m.
Charge--$150.00

C. Bloom, M. C.
Service--EKG
Date--September 14, 1980
Time--10 a.m.
Cash--$75.00

D. William, Nan
Service--Remove wart
Date--September 14, 1980
Time--11 a.m.
Charge--$90.00

E. Memiam, JoAnn
Service--Blood test
Date--September 14, 1980
Time--12 noon
Cash--$50.00

F. McKnight, Sam
Service--Remove arm cast
Date--September 14, 1980
Time-- 2 p.m.
Charge--$45.00

ASSIGNMENT SHEET #3--FILL OUT DAILY LOG WITH ENTIRE DAY'S COLLECTION

DAILY LOG

Current Date ______________ **19**___

Hr.	**Name of Patient**	**Service Rendered**	**Charge**	**Cash**	**Rec'd on Account**
8 00					
8 15					
8 30					
8 45					
9 00					
9 15					
9 30					
9 45					
10 00					
10 15					
10 30					
10 45					
11 00					
11 15					
11 30					
11 45					
12 00					
12 15					
12 30					
12 45					
1 00					
1 15					
1 30					
1 45					
2 00					
2 15					
2 30					
2 45					
3 00					
3 15					

Receipts for Day ____________

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ASSIGNMENT SHEET #4--WRITE A CHECK CORRECTLY

Directions: Observe TM-#4. From the information below write a check using TM-#4 as a guide

A. Number of check - 4162

B. Date - October 1, 1978

C. Name - John Mose

D. Amount - $852.26

E. Your signature

(Note: Form on following page)

ASSIGNMENT SHEET #4--WRTIE A CHECK CORRECTLY

NO. ________ $ ________
DATE ____________ 19___
TO ________________
FOR ________________

	DOLLARS	CENTS
BALANCE		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BALANCE		

NO.________

____________19___

PAY
TO THE
ORDER OF________________________________$__________

____DOLLARS

FIRST NATIONAL BANK
ANYTOWN, ANYWHERE

____

⑆0227⑈0005 242⑈227720⑈

X-C-31

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ASSIGNMENT SHEET #5--PREPARE A DEPOSIT SLIP

Directions: Observe TM-#5. Use the information given below and properly prepare a deposit slip.

Information:

A. Cash - $50.00

B. Checks

1. Back - $ 20.00
2. Boon - 13.00
3. Guinn - 42.75
4. Thomas - 66.29
5. Wincent- 40.60
6. Porter - 80.00
7. White - 133.26
8. Dunn - 72.31

DEPOSITED IN

FIRST NATIONAL BANK

ANYTOWN, ANYWHERE

THIS DEPOSIT ACCEPTED UNDER AND SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE.

DATE ____________________

DEPOSIT TO ACCOUNT OF ____________________

____

⑆0227⑈0005 242⑈227720⑈

	DOLLARS	CENTS
Cash		
Checks list separately 1		
2		
3		
4		
5		
6		
7		
8		

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ANSWER TO ASSIGNMENT SHEET #1--FILLING OUT PATIENT'S STATEMENT

B.E. WELL, M.D.
100 ANY STREET
ANYTOWN, ANYWHERE 74213
(612)926-1414

Address: 1472 Ash Hollow
Name: Joe Johnson
Phone: 886-6639
SS#: 459-09-2796

DATE	PROFESSIONAL SERVICE	CHARGE	PAID	BALANCE
9-14	INJ	55.00	45.00	10.00
9-14	Physical Exam.	300.00	310.00	-0-
12-4	Skin Cancer Remov.	1300.00	1300.00	-0-

O.C.E. - Office Consultation & Examination
E.E.G. - Electroencephalogram
E.T.T. - Exercise Tolerance Test
H.V. - Home Visit
H.C. - Hospital Consultation
U. - Urine
B.T. - Blood Test
V.C. - Vital Capacity
A. - Admission
S. - Surgery
D. - Discharge
E.K.G. - Electrocardiogram
INJ. - Injection

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ANSWER TO ASSIGNMENT SHEET #2

No. 4

19

Received from

Five hundred and no/100 ——— *Dollars*

FOR Medical Services

Students name

$286.46 **Check** ☑ **Cash** ☐
BALANCE

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ANSWER TO ASSIGNMENT SHEET #3

DAILY LOG

Current Date September 14 **19** 80

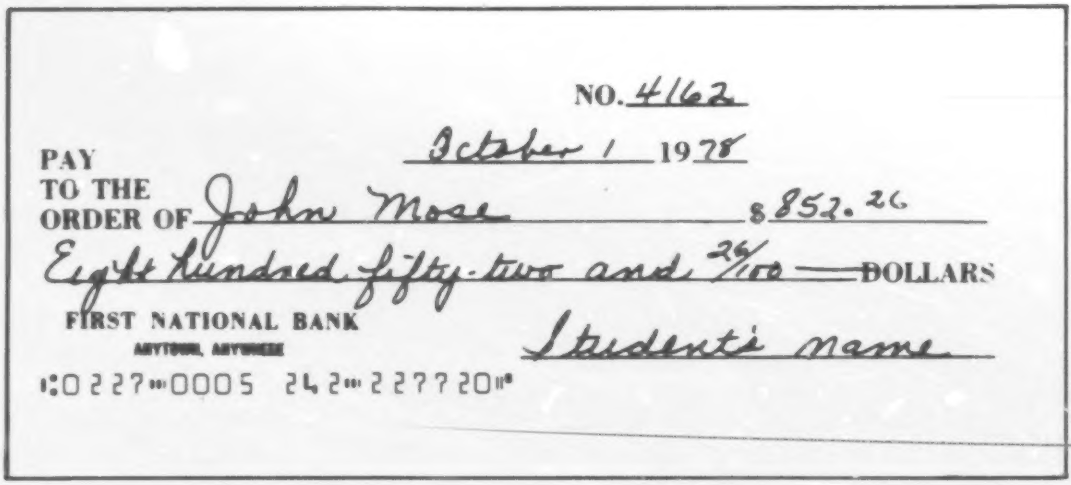
Hr.	**Name of Patient**	**Service Rendered**	**Charge**	**Cash**	**Rec'd on Account**
8 00	Brom, May	Office Visit	30.00		
8 15					
8 30					
8 45					
9 00	Way, Jim	X-ray	150.00		
9 15					
9 30					
9 45					
10 00	Bloom, M. C.	EKG		75.00	
10 15					
10 30					
10 45					
11 00	William, Nan	Remove wart	90.00		
11 15					
11 30					
11 45					
12 00	Memiam, JoAnn	Blood test		50.00	
12 15					
12 30					
12 45					
1 00					
1 15					
1 30					
1 45					
2 00	McKnight, Sam	Remove arm cast	45.00		
2 15					
2 30					
2 45					
3 00	Ginn, May	Change dressing		17.00	
3 15					
			315.00	142.00	

Receipts for Day 457.00

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ANSWER TO ASSIGNMENT SHEET #4



NO. 4162

October 1 1978

PAY TO THE ORDER OF John Mose $852.26

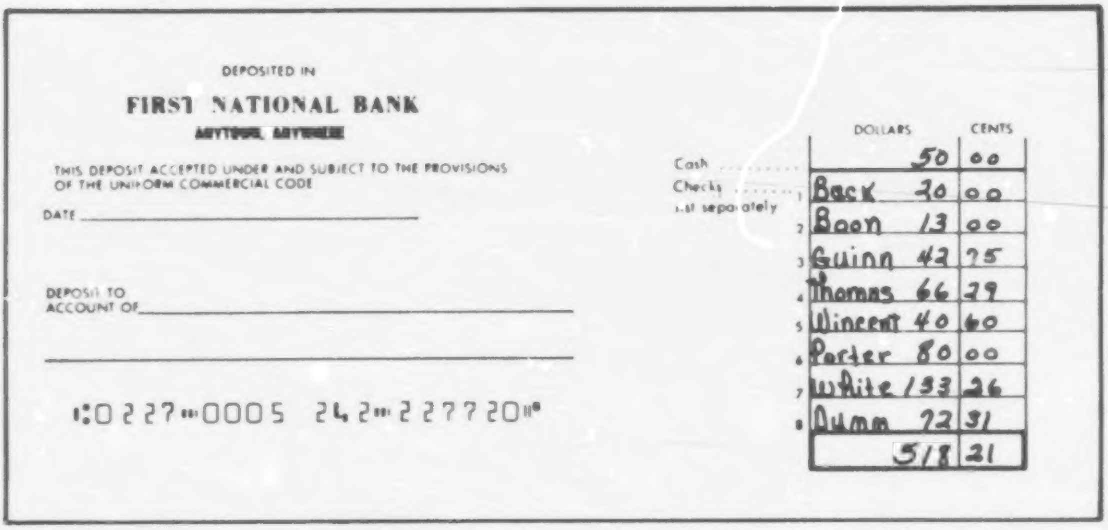
Eight hundred fifty-two and 26/100 —— DOLLARS

FIRST NATIONAL BANK
ANYTOWN, ANYWHERE

Student's name

⑆0227⑈0005 242⑈227720⑈

ANSWER TO ASSIGNMENT SHEET #5



DEPOSITED IN
FIRST NATIONAL BANK
ANYTOWN, ANYWHERE

THIS DEPOSIT ACCEPTED UNDER AND SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE

DATE ______

DEPOSIT TO ACCOUNT OF ______

⑆0227⑈0005 242⑈227720⑈

		DOLLARS	CENTS
Cash		50	00
Checks list separately	1	Back 20	00
	2	Boon 13	00
	3	Guinn 42	75
	4	Thomas 66	29
	5	Wincent 40	60
	6	Porter 80	00
	7	White 133	26
	8	Dumm 72	31
		518	21

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

UNIT TEST

1. Match the term on the right to the correct definition on the left.

_____a. All things that are owned

_____b. An authorization to the bank to pay a specified amount of money to the person named on the check from the account of the person who signs the check

_____c. Shows all the activities in medical care and finance for a single day

_____d. Itemized lists sent to patients which should indicate the service performed and the charges to be paid by the patient

_____e. Records which must be maintained as required by the third party whether it is a government agency or a private insurance company

_____f. A written acknowledgement of a specific payment

_____g. A written record of all services rendered, charges, and return visits on all individual patients

_____h. Record of proof of billing or proof of payment which must be permanently filed

1. Statement
2. Patient service record
3. Petty cash
4. Deposit slip
5. Day sheet
6. Third party payment
7. Assets
8. Source documents
9. Disbursement record
10. Check
11. Receipt

_____i. Money used in a facility that is of a minor nature and which does not warrant the writing of a check

_____j. A record of expenditures

_____k. A list of currency, coins, and checks on a special form to be placed in the bank

2. List three ways business can be divided

a.

b.

c.

3. Identify assets in a medical facility

4. List procedures in recording financial transactions

a.

b.

c.

5. Divide financial records into three groups

   a.

   b.

   c.

6. List ways the patient pays the doctor

7. List the important points in writing a receipt

8. Prepare a deposit slip

9. Prepare a statement for the patient
10. Prepare the patient a receipt
11. Fill out a daily log with the entire day's collection
12. Write a check correctly
13. Prepare a deposit slip

(NOTE: If the above objectives, #9-#13, have not been completed prior to test, ask the instructor when they should be completed.)

UNIT X-C

COLLECTING AND RECORDING DAILY SERVICE CHARGES AND BILLING PATIENTS

ANSWERS TO UNIT TEST

1. a. 7
    b. 10
    c. 5
    d. 1
    e. 6
    f. 11
    g. 2
    h. 8
    i. 3
    j. 9
    k. 4

2. List should include:
    a. Things that are owned
    b. Things that are owed
    c. That which is left over after these two are balanced

3. Identification should include:
    a. Any property owned by the facility
    b. Accounts receivable
    c. Money in bank accounts
    d. Money already received but not yet deposited

4. Procedure for recording financial transaction should include:
    a. Record the charges for each patient
    b. When patients pay cash, the entry is made accordingly
    c. Payment by check and partial payment should be entered immediately

5. Divisions should include:
    a. Records about money received and services rendered
    b. Records about expenditures
    c. Banking records
6. Ways the patient pays the doctor should include:
    a. In cash at time of service
    b. Monthly, upon receipt of statement
    c. Through insurance
    d. By time-payment plan
7. List should include:
    a. Receipts should be made in duplicate
    b. Receipt carbons must show every payment
    c. The patient needs the receipts as proof of payment
    d. The receipt should be made out to the individual to whom the account was billed
    e. Use a good ball-point pen for writing receipts and write firmly
8. Preparation should include:
    a. Each day's receipts should be completed by the end of the day
    b. The total receipts should equal exactly the total of the cash and checks on hand
    c. The above information should be placed on a standardized form
    d. The deposit should be carried or sent to the bank as soon as possible each day
9. Evaluated to the satisfaction of instructor
10. Evaluated to the satisfaction of instructor
11. Evaluated to the satisfaction of instructor

12. Evaluated to the satisfaction of instructor
13. Evaluated to the satisfaction of instructor

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

UNIT OBJECTIVE

After completing this unit the student will be able to demonstrate the ability to correctly schedule and cancel appointments, maintain calendar, and remind patients of appointments. This knowledge will be evidenced by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms relating to arranging appointments
2. List steps in scheduling appointment
3. Explain procedures in canceling appointments
4. Discuss procedure in preparing appointment cards
5. Make appointments carefully and accurately
6. Prepare appointment cards
7. Prepare an engagement calendar for the doctor

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide objective sheet

  B. Discuss objective sheet

  C. Pass out information sheet

  D. Discuss information sheet

  E. Make and show transparencies

  F. Distribute and discuss information sheets

  G. Discuss the assignment sheets

  H. Give test

II. Student

  A. Read and discuss objective sheet

  B. Read and discuss material contained in information sheet

  C. Complete assignment sheets

  D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Transparency masters

    1. X-D-TM-1--Appointment Sheet

    2. X-D-TM-2--Appointment Card

    3. X-D-TM-3--An Engagement Calendar

D. Assignment sheets

    1. Assignment Sheet #1--Entering Appointments on an Appointment Sheet
    2. Assignment Sheet #2--Preparing an Appointment Card
    3. Assignment Sheet #3--Preparing an Engagement Calendar for the Patient

E. Answers to assignment sheets

F. Test

G. Answer to test

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

INFORMATION SHEET

I. Terms and definitions

   A. Appointment--An arrangement of a meeting at a designated time and place

   B. Appointment book--A ledger used to enter appointments

   C. Cancel appointment--A process by which patients give notification that they cannot meet an appointment at a designated time

   D. Rescheduling appointment--A process by which a second schedule is made for the same individual

   E. Appointment card--A written statement given to the patient informing him or her of the date and time of an appointment

II. Steps in scheduling an appointment

   A. Be sure you know the doctor's schedule before making any appointments

   B. All appointments must be entered in an appointment book

   C. The appointment book should provide space for recording all necessary patient data

   D. Appointment books should be checked daily

   E. All important daily engagements for the doctor should be entered in the appointment book

   F. Appointment books should be kept permanently

III. Procedure in canceling an appointment

   A. If a patient calls and says he or she cannot come at the arranged hour, suggest the time for a new appointment

- B. Draw a line through the original appointment and enter the new appointment
- C. Notify the doctor of the change immediately
- D. Place change of appointment on doctor's calendar
- E. If a patient does not keep the appointment and does not notify the office, a notation of this should be made on the patient's chart

IV. Procedure in preparing an appointment card

- A. Be sure to spell the patient's name correctly and place it on the appropriate line
- B. Be sure to place the day, month, and date on card correctly
- C. Write in correct time of the appointment
- D. Be sure to indicate a.m. or p.m.

APPOINTMENT SHEET

MAY

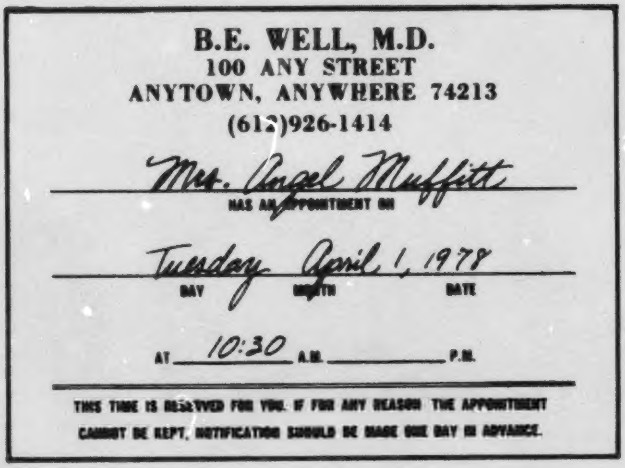
MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	Monday, May 1	Tuesday, May 2	Wednesday, May 3
8	Tom Jones		Clem Bass
8 15			
8 30	Marvin Kay	Ned Bowlin	
8 45			
9			Robert Mark
9 15			
9 30			
9 45			
10	Frank Blev	Medical Society Meeting	
10 15			Kay Mart
10 30			
10 45			
11			
11 15		Neil Holley	
11 30	Jim Moon		
11 45			Jill Jones
12			
12 15			
12 30	Ann Lott	Bev Howard	
12 45			
1			Pete Neat
1 15			
1 30			
1 45	Jack Black	Deane Bell	
2			Fran Chast
2 15			
2 30			
2 45	Ted Ore		
3		Joy Best	Dotty Burns
3 15			
3 30			
3 45			Marty Schwartz
4			

X-D-TM-1

X-D-7

APPOINTMENT CARD



B.E. WELL, M.D.
100 ANY STREET
ANYTOWN, ANYWHERE 74213
(612)926-1414

Mrs. Angel Muffitt
HAS AN APPOINTMENT ON

Tuesday April 1, 1978
DAY MONTH DATE

AT 10:30 A.M. ______ P.M.

THIS TIME IS RESERVED FOR YOU. IF FOR ANY REASON THE APPOINTMENT CANNOT BE KEPT, NOTIFICATION SHOULD BE MADE ONE DAY IN ADVANCE.

ENGAGEMENT CALENDAR

MAY

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	Thursday, May 4	Friday, May 5	Saturday, May 6
8	John Smith		
8 15			
8 30			
8 45			
9	Study Club Meeting		Hospital Visitations
9 15			
9 30			
9 45			
10		Medical Board Meeting	Golf
10 15			
10 30			
10 45			
11			
11 15			
11 30			
11 45			
12	Luncheon		
12 15			
12 30			
12 45			
1			
1 15			
1 30			
1 45			
2			
2 15			
2 30			
2 45			
3			Surgery Meeting
3 15			
3 30			
3 45			
4		Dr. Harron Birthday Party	

X-D-TM-3

X-D-11

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

ASSIGNMENT SHEET #1--ENTERING AN APPOINTMENT ON AN APPOINTMENT SHEET

Directions: On the appropriate page enter the following appointments. Review TM-1.

May 1 -- 8:00 -- Charles Johnson
9:00 -- Garett Wilson
10:00 -- Sheryl Luston
11:00 -- Kay Derek
12:00 -- Alphine Loster
2:00 -- Joe Henry
3:30 -- Martin Ling

May 2 -- 9:30 -- Chris Smith
10:15 -- Ben Hurd
11:00 -- Lou Smitty
1:00 -- Ally Harding
2:00 -- Kenneth Curl
2:45 -- Eddy Owens
3:00 -- Loris Bullock
4:00 -- Dr. Jay Pain, Birthday Party

May 3 -- 9:00 -- Charlie English
10:00 -- Medical conference
1:00 -- Loretta Fence
2:30 -- Local Medical Society meeting

APPOINTMENT SHEET

MAY

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Monday, May 1	Tuesday, May 2	Wednesday, May 3
8	8	8
8 15	8 15	8 15
8 30	8 30	8 30
8 45	8 45	8 45
9	9	9
9 15	9 15	9 15
9 30	9 30	9 30
9 45	9 45	9 45
10	10	10
10 15	10 15	10 15
10 30	10 30	10 30
10 45	10 45	10 45
11	11	11
11 15	11 15	11 15
11 30	11 30	11 30
11 45	11 45	11 45
12	12	12
12 15	12 15	12 15
12 30	12 30	12 30
12 45	12 45	12 45
1	1	1
1 15	1 15	1 15
1 30	1 30	1 30
1 45	1 45	1 45
2	2	2
2 15	2 15	2 15
2 30	2 30	2 30
2 45	2 45	2 45
3	3	3
3 15	3 15	3 15
3 30	3 30	3 30
3 45	3 45	3 45
4	4	4

X-D-15

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

ASSIGNMENT SHEET #2--PREPARE AN APPOINTMENT CARD

Directions: Review TM-2 before beginning this assignment. On the appointment card below, enter the following information.

Patient's name--Bertha A. Strong

Day--Thursday

Month--May

Year--1978

Time--12:30

A.M.--Yes

P.M.--No

B.E. WELL, M.D.
100 ANY STREET
ANYTOWN, ANYWHERE 74213
(612)926-1414

____
HAS AN APPOINTMENT ON

____
DAY MONTH DATE

AT ____________ A.M. ____________ P.M.

THIS TIME IS RESERVED FOR YOU. IF FOR ANY REASON THE APPOINTMENT CANNOT BE KEPT, NOTIFICATION SHOULD BE MADE ONE DAY IN ADVANCE.

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

ASSIGNMENT SHEET #3--PREPARE AN ENGAGEMENT CALENDAR FOR THE DOCTOR.

Directions: From the name and dates listed below complete the engagement calendar. Review TM-3.

May 4	8:15	Charleston Mann
	9:00	Garett Winson
	9:30	Sheryl Luster
	10:00	Alphine Morris
	12:00	Kris Smith
	3:00	Ben Hurr
May 5	10:30	Louise Smith
	11:00	Sam Herd
	11:30	Nancy Jobe
	12:00	Ken Coil
	1:45	Sonja Heathers
	2:00	Medical Society meeting
May 6	10:15	Loretta Bullock
	12:00	Katheryn Jefferies
	1:00	Charlie Fish
	1:45	George Fine
	2:45	Grand rounds at clinic

ENGAGEMENT CALENDAR

MAY

S	M	T	W	T	F	S
MAY						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Thursday, May 4	Friday, May 5	Saturday, May 6
8	8	8
8 15	8 15	8 15
8 30	8 30	8 30
8 45	8 45	8 45
9	9	9
9 15	9 15	9 15
9 30	9 30	9 30
9 45	9 45	9 45
10	10	10
10 15	10 15	10 15
10 30	10 30	10 30
10 45	10 45	10 45
11	11	11
11 15	11 15	11 15
11 30	11 30	11 30
11 45	11 45	11 45
12	12	12
12 15	12 15	12 15
12 30	12 30	12 30
12 45	12 45	12 45
1	1	1
1 15	1 15	1 15
1 30	1 30	1 30
1 45	1 45	1 45
2	2	2
2 15	2 15	2 15
2 30	2 30	2 30
2 45	2 45	2 45
3	3	3
3 15	3 15	3 15
3 30	3 30	3 30
3 45	3 45	3 45
4	4	4

X-D-21

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheets #1, #2, and #3 -- Evaluated to the satisfaction of the instructor.

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

TEST

1. Match terms on the right to their correct definitions on the left.

_____a. An arrangement for a meeting at a designated time and place

_____b. A process by which a person gives notification that he or she cannot keep an appointment at a certain designated time

_____c. A process by which a second schedule is made for the same individual

_____d. A ledger used to enter appointments

_____e. A written statement given to the patient informing him or her of the date and time of an appointment

1. Reschedule appointment
2. Appointment card
3. Appointment cancellation
4. Appointment
5. Appointment book

2. Answer the following statements by writing TRUE or FALSE before each statement.

_____a. Be sure you know the doctor's schedule before making any appointments

_____b. If you can remember well, you do not have to put all appointments in the appointment book

_____c. The appointment book should provide space for recording all necessary patient data.

_____d. Appointment book should not be checked daily

_____e. Appointment books should be kept permanently

3. From the list below choose items included in the correct procedure for canceling an appointment. Use letter answers.

   a. If a patient cannot come or cannot meet the appointment as arranged, a new appointment may be suggested.

   b. Insist that the patient meet the appointment. Explain to the patient it is in his or her best interest to keep the appointment.

   c. Draw a line through the original appointment and enter the new appointment.

   d. Let the patient know that you are unhappy with them for not properly canceling their appointment.

   e. Place change of appointment on doctor's calendar.

   f. Notify the doctor of the change immediately.

   g. If a patient does not keep the appointment and does not notify the office, a notation of this should be placed in the patient's chart.

4. Discuss procedures in preparing appointment cards.

5. Enter appointments on an appointment sheet.

6. Prepare appointment cards.

7. Prepare an engagement calendar for the doctor.

   (Note: If the above activities (#5-#7) have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT X-D

ARRANGING APPOINTMENTS AND MAINTAINING THE CALENDAR

ANSWERS TO TEST

1. 4 a.

   3 b.

   1 c.

   5 d.

   2 e.

2. Answers to scheduling appointments

   T a.

   F b.

   T c.

   F d.

   F e.

   T f.

3. List for canceling an appointment. Should include the following only:

   a. If a patient cannot meet the appointment as arranged, a new appointment may be suggested

   b. Draw a line through the original appointment and enter the new appointment

   c. Place change of appointment on doctor's calendar

   d. Notify the doctor of the change immediately

   e. If a patient does not keep the appointment and does not notify the office, a notation of this should be placed in the patient's chart

4. Discussion should include:
   - a. Be sure to spell the patient's name correctly and place it on the appropriate line
   - b. Be sure to place the day, month, and date on the card correctly
   - c. Write in the correct time of the appointment
   - d. Be sure to indicate a.m. or p.m. (See TM-2)
5. Evaluated to the satisfaction of the instructor
6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

UNIT OBJECTIVE

After completing this unit, the student will be able to define terms related to indexing, cite rules for indexing, coding, and arranging personal names in alphabetic order. This knowledge will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms relating to indexing, alphabetizing, and filing
2. Cite three procedures used in indexing
3. Identify true statements about indexing rules
4. Demonstrate the ability to:
    a. Index an individual name
    b. Code personal names
    c. Alphabetize personal names in filing order
    d. Cross-reference married names and unusual names

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide objective sheet

  B. Discuss objective sheet

  C. Provide information sheet

  D. Discuss information sheet

  E. Use the chalkboard to demonstrate the rules for indexing personal names

  F. Give instructions for typing index cards

  G. Provide assignment sheets

  H. Discuss assignment sheets

  I. Provide job sheet

  J. Discuss job sheet

  K. Assign jobs in applicable exercise papers

  L. Give test and evaluate

II. Student:

  A. Read and discuss objective sheet

  B. Study information sheet

  C. Participate in class discussion of indexing personal names

  D. Complete assignment sheets

  E. Complete job sheet

  F. Complete applicable exercise papers

  G. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Questions on Indexing

    2. Assignment Sheet #2--Determining Indexing and Alphabetizing Order

    3. Assignment Sheet #3--Cross-Referencing

  D. Answers to assignment sheets

  E. Job Sheet #1--Typing and Indexing Names

  F. Answers to job sheet

  G. Exercise papers

  H. Test

  I. Answers to unit test

II. References:

A. Bassett, Ernest D. and David G. Goodman. Business Filing and Records Control. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., 1974.

B. Bassett, Ernest D. and David G. Goodman. Office Filing Procedures. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., 1974.

C. Johnson, Mina M. and Norman F. Kallaus. Records Management. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., 1974.

D. Meehan, James R., et al. Clerical Office Procedures. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., 1973.

E. Meehan, James R., et al. Secretarial Office Procedures. 8th ed. Cincinnati, Ohio: South-Western Publishing Co., 1972.

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

INFORMATION SHEET

I. Definition of Terms

- A. Personal name--The legal name of a person used either as an individual name or as a part of a business name
- B. Surname--The last (or family) name of a person
- C. Given name--The first name or initial of a person and a middle name or an initial
- D. Full name--The surname and at least one given name or initial of a person
- E. Natural order--The order in which a full name normally appears
- F. Indexing--The process of determining how a record is to be filed
- G. Indexing arrangement--The order in which the units of a name are arranged for filing
- H. Unit--Each part of the name of a person or organization used in filing alphabetically
- I. Indexing unit--A part of a name that is used in indexing and arranging alphabetically
- J. Coding--The process of marking the indexing units in a name to indicate the order in which the units will be filed
- K. Filing order--The indexing order in which a name is written for filing purposes (first indexing unit, second indexing unit, etc.)
- L. Alphabetizing--The arrangement of single letters or words according to the alphabet A-Z

M. Filing--The systematic, orderly arrangement and storage of letters, invoices, statements, catalogs, and other office or personal records that may be needed for personal reference

N. Cross-reference--A notation in the index showing the record is filed somewhere else

II. Indexing Procedures

A. Determine how many units a name contains

EXAMPLE: John/ R./ Thompson
1 2 3

Frank/ James/ Tilleny
1 2 3

B. Determine which of the units in a name is the most important one to be used for filing purposes

EXAMPLE: Thompson,/ John/ R.
1 2 3

Tilleny,/ Frank/ James
1 2 3

C. Code the names in correct filing order

D. Alphabetize the names for filing

EXAMPLE: Thompson, John R.

Tilleny, Frank James

III. Rules for alphabetic indexing of personal names

A. Each letter and each part of the name of an individual is considered to be a separate indexing unit

EXAMPLE: Richard/ L./ Slaughter
1 2 3

B. For filing purposes, an individual's name is transposed so that the surname becomes the first unit, the given name or initial becomes the second unit, and the middle name or initial becomes the third unit. (Each initial is treated as a separate indexing unit)

NAME	INDEXING UNITS 1	2	3
Richard L. Slaughter	Slaughter	Richard	L.
Raymond Roy Slade	Slade	Raymond	Roy
Horace Joe Skidmore	Skidmore	Horace	Joe
R. Skaggs	Skaggs	R.	
Ray Skaggs	Skaggs	Ray	
R. M. Skaggs	Skaggs	R.	M.
Darrell Lee Skinner	Skinner	Darrell	Lee
D. Skinner	Skinner	D.	

C. If two or more surnames are alike, the order of filing is determined by the second unit. If the second unit is alike the filing order is determined by the third unit.

D. "Nothing comes before something;" therefore, a surname with only an initial comes before a surname with a complete first name.

NAME	INDEXING UNITS 1	2	3
R. Skaggs	Skaggs	R.	
R. M. Skaggs	Skaggs	R.	M.
Ray Skaggs	Skaggs	Ray	

E. A foreign particle (sometimes called a prefix) or a foreign article is combined with the part of the name following it to form a single indexing unit.

NAME	INDEXING UNITS		
	1	2	3
C. A. Van Hauen	Van Hauen	C.	A.
John E. von Aspern	von Aspern	John	E.
James D. LaFont	La Font	James	D.
Michael Le Blanc	Le Blanc	Michael	
Lewis Van St. Clair	St. Clair	Lewis	Van
Betty Vander Veer	Vander Veer	Betty	
Theresa A. O'Leary	O'Leary	Theresa	A.

F. A personal or professional title or degree is usually not considered in determining alphabetic order.* A name consisting of a title followed by only one name is indexed in the order in which it is written.

*NOTE: A title or degree not considered in indexing is written in parenthesis at the end of the name for identification purposes.

Betty Jackson, Ed.D	Jackson, Betty (Ed.D.)
Dr. Frank L. Inlow	Inlow, Frank L. (Dr.)
Rev. L. D. Bayless	Bayless, L. D. (Rev.)
Sir Kingston	Sir Kingston
Lord Franklin	Lord Franklin

G. Seniority titles used to identify identical names are not considered to be indexing units, but serve as identifying elements in determining the correct order and are considered before consulting addresses.

NAME	INDEXING UNITS	
Charles Duncan Jr.	Duncan	Charles (Jr.)
Charles Duncan Sr.	Duncan	Charles (Sr.)
Allen R. Russell I	Russell	Allen (I)
Allen R. Russell II	Russell	Allen (II)
Allen R. Russell III	Russell	Allen (III)

H. Addresses are used to determine the filing order (but are not considered as indexing units) when full names are identical. Use as much of the address address as needed in the following order: city, state, street, house, or building in ascending order.

Thomas L. Smith, Chicago, Ill.

Thomas L. Smith, Covey, N.M.

I. Hyphenated surnames of individuals are treated as one unit.

NAME	INDEXING UNITS 1	2
Ruth Goz-Ware	Goz-Ware	Ruth
Victor Cros-Vogal	Cros-Vogal	Victor
Jean Holtz-Borg	Holtz-Borg	Jean

J. A married women's legal name, when known, is used for filing purposes. The legal name is her husband's surname, then her given name, and lastly her middle or maiden name. "Mrs." is written in parentheses after a name. Names of married women may be cross-referenced.

NAME	INDEXING UNITS		
	1	2	3
Mrs. Harold Rollins (Jackie)	Rollins	Jackie(Mrs.)	
Mrs. Jane Ann Clark	Clark	Jane Ann(Mrs.)	
Mrs. Louise Allen Fontz	Fontz	Louise	Allen (Mrs.)
Mrs. Robert Smith (Kay Lee)	Smith	Kay Lee(Mrs.)	

Filed Under	Cross-Referenced Under
Rollins, Jackie (Mrs.)	Rollins, Harold (Mrs.)
Smith, Kay Lee (Mrs.)	Smith, Robert (Mrs.)

K. When it is difficult to determine which unit of a person's name is the surname, the last unit as it appears in written form should be considered the surname. Unusual names may be cross-referenced.

	Filed Under	Cross-Reference
Harrison Lyman	Lyman,Harrison	Harrison, Lyman
Session Phillip	Phillip,Session	Session, Phillip

IV. Steps in cross-referencing

A. Determine that document could be asked for by more than one name.

B. Code, make a wavy line under the name to be cross-referenced, and make an "X" in the margin of the original copy.

C. Make a photostatic copy or prepare a cross-reference sheet for cross filing.

D. File the original copy as follows:

1. Married woman's name
    a. married surname
    b. legal first name
    c. legal second name
2. Unusual names
    a. assumed surname
    b. assumed first name
    c. assumed middle name

E. File the duplicate as follows:

1. Married woman's name
    a. married surname
    b. husband's first name
    c. husband's second name
2. Unusual names
    a. surname
    b. first name
    c. middle name

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

ASSIGNMENT SHEET #1--QUESTIONS ON INDEXING

Directions: In brief paragraph form, answer the following questions.

1. What is the difference between "natural order", "indexing", and "filing order"?

2. Why is it necessary to code a name?

3. How is the term "nothing comes before something" used in filing?

4. State the procedure and give an example of cross-referencing using the following:

   a. Married names

   b. Unusual names

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

ASSIGNMENT SHEET #2--DETERMINING INDEXING AND ALPHABETIC ORDER

I. Arrange the following list of names in correct indexing order.

Albert G. Gonzales

Franklin Robert

Pierce Wood

Anna Shulty-Williams

Hubert van Miden

Joe Riley Jr.

Joe Riley Sr.

Clara Bernart Smith

O. Gonzales

P. R. Woods

J. Fulton Williams

Mrs. Robert Adams (Jane)

Nellie Ruth Aster

John Annen

Mary Lee Astor

Joseph Hare (I)

Joseph Hare (II)

Joseph Hare (III)

II. Arrange the above list in alphabetic order according to the first indexing unit. If surnames are alike, consider the second unit, then third unit, etc.

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

ASSIGNMENT SHEET #3--CROSS-REFERENCING

The following list of names have been indexed and cross-referenced.

Place a check mark (✓) in the column to the right indicating whether the name has been indexed and cross-referenced correctly.

	RIGHT	WRONG
1. Mrs. Raymond R. Miller (Peggy Ann) Miller, Peggy Ann SEE Miller, Raymond R. (Mrs.)		
2. Mrs. Harold Cummings (Connie R.) Cummings, Connie R. SEE Cummings, Harold (Mrs.)		
3. Mrs. Van T. Arnold (June Marie) Arnold, June Marie SEE Arnold, Van T. (Mrs.)		
4. Mrs. James Ray Hearn (Vickie) Hearn, James Ray (Mrs.) SEE Hearn, Mrs. Vickie		
5. Gen Son Gen, Son SEE Son, Gen		
6. Jackson Andrew Jackson, Andrew SEE Andrew, Jackson		
7. Rogers Mitchell Mitchell, Rogers SEE Rogers, Mitchell		

	RIGHT	WRONG
8. Harrison Fairchild Fairchild, Harrison SEE Harrison, Fairchild		
9. Drayson Lynik Lynik, Drayson SEE Drayson, Lynik		

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Natural order refers to the order in which a full name normally appears. Indexing refers to the process of determining how a record is to be filed. Filing order refers to the indexing order in which a name is written for filing purposes.

2. Coding a name simply means marking or identifying the indexing units in a name by determining the most important unit through coding. The process of filing is expedited and is more accurate.

3. In filing, a surname with only an initial is filed before a surname with a full first name.

4. a. When cross-referencing a married name, prepare two indexing cards. The first card is called the original card on which the legal name is written in transposed order. The second card is called the cross-reference card on which the husbands name is written.

   EXAMPLE: Mrs. Fred Allen Fonsworth (Sue Ann)

Original Card	Cross-Reference Card
Fonsworth,Sue Ann	Fonsworth, Fred Allen (Mrs. Sue Ann)

   b. When cross referencing unusual names the original card shows the way the name is indexed and alphabetized while the cross-reference card shows the other way the name may be written.

Assignment Sheet #2

I. Gonzales, Albert H.

Robert, Franklin

Wood, Pierce

Shulty-Williams, Anna
von Miden, Hubert
Riley, Joe (Jr.)
Riley, Joe (Sr.)
Smith, Clara Bernart
Gonzales, O.
Woods, P. R.
Williams, J. Fulton
Adams, Jane (Mrs.)
Aster, Nellie Ruth
Annen, John
Astor, Mary Lee
Hare, Joseph (I)
Hare, Joseph (II)
Hare, Joseph (III)

II. Adams
Annen
Aster
Astor
Gonzales, O.
Gonzales, Albert
Hare, Joseph (I)
Hare, Joseph (II)
Hare, Joseph (III)
Riley, Joe (Sr.)
Riley, Joe (Jr.)

Robert

Shulty-Williams

Smith

von Miden

Williams, J.

Wood

Woods

Assignment Sheet #3

	RIGHT	WRONG
1.	✓	
2.	✓	
3.	✓	
4.		✓
5.	✓	
6.	✓	
7.	✓	
8.	✓	
9.	✓	

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

JOB SHEET #1--TYPING AND INDEXING NAMES

I. Tools and equipment needed:

A. Ten 3" x 5" index cards (or paper cut to this size)

B. Typewriter

C. List of names to be indexed and alphabetized

II. Procedures:

A. Type each of the following names in correct indexing order on 3" x 5" cards. Start typing six spaces from the left edge of the card on the third line from the top.

1. Betsy Book, 6713 Kenwick, Dallas,Texas
2. Ralph Brown, 1313 Ruby St., Fort Worth, Texas
3. Carl Baker, 1212 Finwich, Sherman, Texas
4. Marie Maddox, 713 Alta Vista, Houston, Texas
5. Susan Thompson, 616 Ridgeway, Dallas, Texas
6. Sue B. Thompson, 603 Ridgeway, Dallas, Texas
7. R. J. Brown, 4789 Wren, San Antonio, Texas
8. Betsy Book, 1121 Kendel, Overton, Texas
9. Henry O'Riley, 226 Rodeo, Odessa, Texas
10. Sue Ann Nevins, 111 Freeway Dr., Mineral Wells, Texas

B. Arrange typed cards alphabetically.

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

ANSWERS TO JOB SHEET

Job Sheet #1

Baker, Carl

Book, Betsy, Dallas

Book, Betsy, Overton

Brown, R. J.

Brown, Ralph

Maddox, Marie

Nevins, Sue Ann

O'Riley, Henry

Thompson, Sue B.

Thompson, Susan

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

UNIT TEST

1. Match terms relating to indexing, alphabetizing, and filing by selecting the number of the correct definition and placing it in the blank to the left of the term.

_____ a. Personal name

_____ b. Surname

_____ c. Given name

_____ d. Full name

_____ e. Natural order

_____ f. Indexing

_____ g. Indexing arrangement

_____ h. Unit

_____ i. Indexing unit

_____ j. Coding

_____ k. Filing order

_____ l. Alphabetizing

_____ m. Filing

_____ n. Cross-reference

1. The first name or initial of a person and a middle name as an initial
2. The order in which the units of a name are arranged for filing
3. The process of marking the indexing units in a name to indicate the order in which the units will be filed
4. The order in which a full name normally appears
5. A part of a name that is used in indexing and arranging alphabetically
6. The last (or family) name of a person
7. The process of determining how a record is to be filed

8. The systematic, orderly arrangement and storage of letters, invoices, statements, catalogs, and other office or personal records that may be needed for personal reference

9. The surname and at least one given name or initial of a person

10. Each part of the name of a person or organization used in filing alphabetically

11. The indexing order in which a name is written for filing purposes (first indexing unit, second indexing unit, etc.)

12. The legal name of a person whether it is usually used as an individual name or as a part of a business name

13. The arrangement of single letters or words according to the alphabet A-Z

14. A notation in the index showing the record is filed someplace else

2. Cite four procedures used in indexing.

a.

b.

c.

d.

3. Place a check mark (✓) to the left of the statements which are true.

____a. Each letter and each part of a name is considered to be a separate indexing unit.

____b. An individual's surname is transposed so that the surname becomes the first unit used in filing.

____c. If two surnames are alike, the next indexing unit to be considered is the name of the city.

____d. A surname with a full first name comes before a surname with an initial.

____e. A foreign particle is combined with the part of the name following it to form a single indexing unit.

____f. Hyphenated surnames are treated as one filing unit.

____g. A married woman's legal name is used for filing purposes.

____h. When it is difficult to determine which unit of a person's name is the surname, the last name as it appears in written form should be considered the surname.

4. Demonstrate the ability to:

a. Index an individual name.

b. Code personal names.

c. Alphabetize personal names in filing order.

d. Cross-reference married names and unusual names.

(NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

UNIT X-E

FILING MATERIAL IN PATIENT'S RECORD

ANSWERS TO UNIT TEST

1. 12 a.
   6 b.
   1 c.
   9 d.
   4 e.
   7 f.
   2 g.
   10 h.
   5 i.
   3 j.
   11 k.
   13 l.
   8 m.
   14 n.

2. a. Determine how many units a name contains.

   b. Determine which of the units in a name is the most important one to be used in filing.

   c. Code the names in correct filing order.

   d. Alphabetize the names for filing.

3. ✓ a.
   ✓ b.
   ____ c.
   ____ d.

✓ e.

✓ f.

✓ g.

✓ h.

4. Evaluated to the satisfaction of the instructor.

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

UNIT OBJECTIVE

After completing this unit, the student will be able to demonstrate in role-play situations the ability to correctly handle incoming calls, place both local and long distance calls, and use the telephone directory. Knowledge of this material will be evidenced through demonstration and by successfully completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Define terms associated with telephone communications
2. Write a paragraph discussing "telephone personality"
3. Name four qualities of good telephone personality
4. Select factors that contribute to the success of business calls
5. List five ways telephone courtesy is expressed
6. Name three basic purposes of most business calls
7. Identify given examples of appropriate procedures for planning and placing a business call
8. Identify given examples of appropriate procedures for answering and handling a business call
9. List three purposes of the telephone directory
10. Discuss in writing the organization of the telephone directory including examples of the types of information found under the three main sections
11. Name four types of telephone equipment in common use

12. Demonstrate the ability to:
    - a. Role-play proper use of the telephone in a given situation
    - b. Use the telephone directory to find given information

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide objective sheet

  B. Discuss objective sheet

  C. Provide information sheet

  D. Discuss information sheet

  E. Order teletrainer and Teletraining for Business Studies

  F. Demonstrate proper procedures for using the telephone

  G. Assign bulletin board responsibilities

  H. Provide assignment sheets

  I. Discuss assignment sheets

  J. Give test and evaluate results

II. Student:

  A. Read objective sheet

  B. Participate in discussion of objective sheet

  C. Read information sheet

  D. Participate in discussion of information sheet

  E. Participate in demonstration of proper procedures for using the telephone

  F. Design bulletin board

  G. Read assignment sheets

  H. Complete assignment sheets

  I. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1a--Role-Play Situations for Telephone Usage

       Assignment Sheet #1b--Evaluation Checklist for Role-Play Situations

    2. Assignment Sheet #2--Use the Telephone Directory

  D. Answers to assignment sheets

  E. Test

  F. Answers to test

II. References:

  A. Book: Teletraining for Business Studies. American Telephone and Telegraph Company, 1965.

  B. Booklets:*

    1. "The Secretary and the Telephone"

    2. "Tips for Succeeding in Business by Telephone"

    3. "Telephone Personality Tips"

    4. "How to Succeed in Business by Telephone"

    5. "How to Make Friends by Telephone"

    6. "The Hunter's Guide"

    7. "Teletraining"

    8. "Research and Development in the Bell System"

    9. "Alexander Graham Bell"

10. "How the Telephone Works"

11. "The Telephone in America"

*All of the booklets can be secured from Southwestern Bell Telephone Company.

C. Films:

1. "About a Century" (28 minutes, color) A nostalgic and dynamic story about how the United States and the telephone business grew up together. The story unfolds at the 1876 Centennial Exposition in Philadelphia to reveal new U.S. scientific discoveries, including the telephone. Features historic film footage to recapture the days that brought us the horseless carriage, radio, movies, television - and all the fads in music, dancing, sports.

2. "All Kinds of People" (28 minutes, color) Provides an insight into operations of the Bell System, with emphasis on telephone people and their dedication to customer service. Story is told in terms of telephone employees, the work they do, and their feelings about their jobs.

3. "A Most Notable Century" (12 minutes, color) Depicts the parallel growth of the nation and its telecommunications system from 1876 to the present.

4. "An American Dream" (14 minutes, color) Highlights the fads, music, sports and technology of the past century including important advancements in modern day telecommunications.

5. "Operator" (15 minutes, color) A fascinating inside look at the skills needed by telephone operators in dealing with the public. Made especially for the young in mind and spirit, it portrays the modern telephone operator's job, showing it to be important, demanding, challenging and rewarding. Newly revised.

6. "Performance" (9 minutes, color) Shows unique and stringent tests telephone sets undergo at assembly plant before they are ready for customer use. Original music underscores the meaning and keeps film entertaining as it shows how reliability of telephone instruments is a prerequisite to good service.

7. "Touch-Tone Telephones" (19 minutes, color) Explains how a bank uses TOUCH-TONE telephones and a computer to talk to people using prerecorded words to answer. Scenes show a department store salesgirl obtaining an instant credit check on a customer; a housewife paying bills by telephone; a nurse handling a doctor's billing service.

8. "Network" (13 minutes, color) This multiple-image film shows the vital part the telephone switching network plays in improving the quality of our everyday lives. Shows network bringing the knowledge explosion via voice, data and video information within the reach of everyone.

9. "How to Lose Your Best Customer...Without Really Trying" (28 minutes, color) Pat Harrington, Jr., in the role of a businessman, sees how a series of badly handled telephone calls result in a cancelled contract. Later, through flashbacks, he's shown how common sense and courtesy could have prevented the situation. Brings out practical ways to achieve telephone courtesy.

10. "I Rather Like You, Mr. Bell" (27 minutes, color) Through the phone-fun world of comedian Bob Newhart, the film explains courteous and effective telephone usage by picturing humorous historical situations in which the telephone might have played an important role - had it been invented then. Winner of six film festival awards.

(NOTE: To order the above films, write to Associated-Sterling Films, 8615 Directors Row, Dallas, Texas 75247)

D. Miscellaneous:*

1. Film catalog from Southwestern Bell Film Library

2. Southwestern Bell Booklet Catalog

3. Business Equipment Packet

4. Charts for Teletraining for Business Studies

5. Flashcards - "Speaking Over Barriers"

* Contact your nearest representative of Southwestern Bell Telephone Company.

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

INFORMATION SHEET

I. Terms and definitions

A. Area code--A three-digit number which designates the section of the country being called

B. Classifications--The descriptive headings in the yellow pages under which different types of businesses may be found (e.g., physicians,lawyers, architects)

C. Conversing--The act of engaging in conversation with another individual

D. Cross references--The referral notes which provide other headings under which listings may be located

E. Indented listings--The listings which indicate an additional number or numbers where a party may be reached after business hours

F. Reference listings--The listings which indicate other spellings or titles under which a person or firm might be located within the directory

G. Trademark headings--The headings that list dealers and distributors under specific brand-name products

II. Telephone personality

(NOTE: What you say and how you say it determine the mental image formed by those with whom you come in contact by phone.)

A. Impression of personality is made through hearing only.

B. Interpretation is based on what is said and TONE of voice.

C. Voice and mode of expression have greater impact without physical distractions.

D. Notes and reference materials are easily used to aid the discussion.

E. Degree of understanding must be determined through verifying information.

III. Qualities of a good telephone personality

A. Pleasantness

B. Friendliness

C. Interest

D. Sincerity

E. Helpfulness

F. Naturalness

IV. Factors that contribute to the success of business calls

A. Choice of words

1. Giving clear explanations
2. Avoiding slang expressions
3. Using short, simple, descriptive words
4. Using expressions of courtesy
5. Using person's name when possible

B. Tone of voice

1. Speaking directly into mouthpiece
2. Using normal conversational tone
3. Speaking clearly and distinctly
4. Speaking unhurriedly--not too fast or too slowly
5. Varying tone quality

C. Personal interest and attention to the phone conversation

1. Listening carefully
2. Expressing real interest in the other person's point of view
3. Letting the other person tell his story completely and with as little interruption as possible
4. Asking appropriate questions

V. How telephone courtesy is expressed

- A. Answering the call pleasantly and promptly
- B. Using proper identification
- C. Stating the purpose of the call clearly
- D. Making inquiries tactfully
- E. Offering assistance and volunteering information
- F. Using such phrases as "please" and "thank you"
- G. Giving undivided attention to the conversation
- H. Giving the reason and asking permission when leaving the phone
- I. Getting the person's attention politely when returning to the line
- J. Avoiding unnecessarily long conversations
- K. Concluding the call properly and replacing the receiver gently

VI. Basic purposes for most business calls

- A. To give information or directions
- B. To obtain information or directions
- C. To persuade someone to do something

VII. Correct procedures for planning and placing a busiess call

- A. Planning the call

1. Writing down pertinent information
    a. Purpose or reason for making call
    b. Name of person to be reached
    c. Points to be covered (directions, descriptions, dates, etc.)
    d. Questions to be asked
2. Gathering necessary materials
    a. Pad and pencil
    b. Calendar
    c. Appointment schedule
    d. Notes on points to be covered
3. Determining best time to call
    a. Business hours to lunch hours
    b. Consider time zones
4. Determining type call to be made
    a. Local
    b. Long distance (station-to-station or person-to-person)

B. Dialing the telephone number

1. Lift receiver and listen for the dial tone before you begin to dial
2. Using the index finger, dial each letter and/or numeral carefully
3. Move the dial all the way to the finger stop, then release it
4. Let the dial return to its normal position without interrupting or forcing it

    (Note: The equipment registers the number while the dial is returning to its normal position.)

5. Avoiding use of the letter "l" for the number "one" or the letter "O" for the number "zero"

C. Conversing

1. Hold the transmitter or mouthpiece so that you speak directly into it
2. Use a normal conversational tone, with variety for interest
3. Speak distinctly and clearly
4. Speak at unual speed--not too fast or too slowly
5. Ask for the extension, person, or department required to transact the call if you reach a switchboard operator or someone other than the person you are calling
6. Identify yourself and your company when the person you are calling answers
7. State the reason for the call and provide any necessary information
8. Ask tactfully for information not volunteered
9. Listen carefully
10. Apologize for the error if wrong number is reached

    (Note: Hang up, verify the number, and dial the call again.)
11. Tactfully direct conversation to a close after purpose has been accomplished
12. Take time to express appreciation or make a pleasant closing remark
13. Replace the receiver quietly when the call is finished

    (Note: Remember that the caller has the obligation of terminating the call.)

VIII. Correct procedures for answering and handling a business call

A. Answer promptly

(NOTE: When you must be away from your desk, arrange to have someone answer the phone.)

B. Identify firm and yourself

C. Take necessary action

1. Summoning others to the phone

(Example: "If you will wait a moment, I will call Mr. Jones to the telephone." or "Yes, he is in. Just a moment and I will call him.")

2. Asking caller to wait

(Example: "Mr. Adams is talking on another telephone. May I help you?" or "I'm sorry, Mr. Smith is unable to talk just now. Do you wish to wait or may he call you?")

3. Offering assistance

(Example: "Mrs. Thompson is out of the office until Thursday. May I help you?" or "Mr. Moore is expected back at 2 o'clock. May I ask him to call?" or "Mr. Clark is on vacation. His assistant, Mr. Christensen, is here. Would you like to talk with him?")

4. Taking a message

(Example: "I'm sorry, Mr. Harris is out of the office today. May I take a message?")

a. Having necessary materials at hand: pad, pencil, calendar

b. Making notes as information is being given

c. Writing legibly

d. Ask politely to have information repeated if you are not certain that it has been correctly understood

e. Verify recorded information to assure accuracy: spelling, telephone numbers, dates, figures, etc.

5. Interrupting and re-establishing the call

(Example: "I have the information in the file. Will you excuse me while I get it?")

a. Attract attention when resuming call

(Example: "Mr. Walker, thank you for waiting...")

b. Express regret for interruption

c. Offer choice of waiting or being called back

d. Depress "Hold Button" during interruption if the telephone is equipped with one

6. Transferring a call

(Example: "I'm sorry; I do not have that information. Mr. Perkins at extension 456 can answer your question. May I transfer your call?")

a. When to transfer a call

1) When caller has reached wrong extension

2) When caller's request can be handled more appropriately by another person

3) When caller wishes to speak to someone else

b. Procedure to follow in transferring a call

1) Tell the caller you will transfer the call

2) Be careful to transfer the call to the proper person

3) Be sure of the correct extension

4) Tell the person the name of the person and the extension number for future reference

5) Signal the PBX operator by slowly depressing and releasing the plunger

(NOTE: Signal twice, then wait for the operator to answer.)

6) Ask the operator to transfer the call to the desired extension

7) Wait for the operator to acknowledge your request, then hang up quietly

IX. Purposes of the telephone directory

A. To provide lists of those who have telephones, their telephone numbers, and addresses

B. To aid in locating certain types of businesses

C. To provide useful information about the locality

D. To serve as a source for checking the spelling of names

E. To serve as a guide to the use of telephone services

X. Organization of the telephone directory

A. Introductory pages list:

1. How to call in emergency situations (fire, police, ambulance)

2. Localities served by the directory

3. Dialing instructions

4. Area codes

5. How to place service calls

A. Repair service

B. Assistance on calls

        - c. Information operator

    6. How to obtain weather and time reports (when provided by the telephone company)

    7. When reduced rates for out-of-town calls are in effect

    8. How to send telegrams by telephone

    9. How to make overseas calls

    10. Equipment and services available

B. Alphabetical pages

    1. Listings of individuals arranged by surname

        (NOTE: Business firms containing the name of an individual are usually alphabetized by the surname.)

        (Example: Manning Bowman
        Mendel Allen
        Muskie Edward)

    2. Listings with same surname arranged alphabetically

        a. First by initials

        b. Followed by given names beginning with same letter

            (Example: Hansen D.
            Hansen D. E.
            Hansen Donald)

    3. Listings with identical names arranged according to street name

        a. First streets with names listed alphabetically

        b. Followed by numbered streets arranged in numerical order

            (Example: Clifton, John C. 302 Elm Dr.
            Clifton, John C. 1047 Garnet
            Clifton, John C. 75 Marriot Lane)

4. Reference listings

    a. To indicate varied spellings or names pronounced similarly

       (Example: Schmidt--See also Schmitt, Schmedt, Schmitz)

    b. To indicate a business listed under different names

       (Example: Evans Construction Company--See Troup and Evans Construction Company)

5. Indented listings

    a. To indicate numbers associated with a business

       (Example: Katz Dept. Store 707 Main
       For information-----372-4507
       To order------------372-8103)

    b. To indicate numbers to be called after regular business hours

       (Example: Lea, James M.D.------377-0412
       If no ans. call-----377-1437)

C. Yellow Pages

1. How the yellow pages may be used as a source of reference

    a. A business may be found under its classification

    b. A business may be located under its classification even though only the address or part of the name is known; distributors of brand-name products may be located under the trademark heading

    c. Additional information may be secured from advertisements which supplement many listings

2. How yellow page listings are arranged

a. Businesses appear under the classification which best describes each

b. Headings are arranged alphabetically

(NOTE: The listings may be in regular or bold type.)

c. Most businesses appear in both the yellow pages and the alphabetical pages

d. Cross references provide other headings under which listings may be located

e. Trademark headings list distributors and dealers under specific brand-name products

XI. Types of telephone equipment in common use

A. Key telephone systems

1. Push-button telephone--A phone with as many as five lines

2. Call director--A push-button phone with 29 lines and a hold button

B. Telephone switchboard (PBX)--Designed to control flow of telephone communications within a business

C. Teletypewriter service--Sends typewritten messages from one location to another

D. Speaker phone--Designed to give "hands-free" communication within normal voice range

E. Automatic dialers--Operates on the principle of automatic dialing of pre-recorded numbers

F. Data-phone service--Makes it possible for two machines to transfer information to each other over the phone

G. Touch-tone service--Enables one to dial a number simply by pushing a series of buttons rather than dialing

H. Mobile telephone service--Makes a two-way connection between a regular phone and a mobile unit (plane, train, car, bus, ambulance)

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

ASSIGNMENT SHEET #1a--ROLE-PLAY SITUATIONS FOR TELEPHONE USAGE

Directions: Select any two of the following situations to role-play on teletrainer before the class, demonstrating appropriate procedures and proper telephone usage.

1. Boss is talking on another phone; take necessary action.
2. Boss is out of town; take necessary action.
3. Boss is out of office for the day; take a message.
4. Necessary information is on file; take necessary action.
5. Caller has reached the wrong department; transfer the call.
6. Boss needs plane reservations for a conference in Washington, D.C. on Thursday; plan and place the call.

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

ASSIGNMENT SHEET #1b--EVALUATION CHECKLIST FOR ROLE-PLAY SITUATIONS

Directions: Evaluate your performance or that of a fellow student of one of the role-playing situations in Assignment Sheet #1a.

			YES	NO
Situation 1:	a.	Answered phone promptly		
	b.	Identified firm and self		
	c.	Gave caller a choice of waiting or being called back		
	d.	Offered assistance		
	e.	Used pleasant voice		
	f.	Was courteous		
Situation 2:	a.	Answered phone promptly		
	b.	Identified firm and self		
	c.	Stated when boss might be reached		
	d.	Offered to assist or referred calls to another person who could be of assistance		
	e.	Used pleasant voice		
	f.	Was courteous		
Situation 3:	a.	Answered phone promptly		
	b.	Identified firm and self		
	c.	Explained situation to caller		
	d.	Offered to take a message		
	e.	Had necessary materials at hand: pad, pencil, calendar		

			YES	NO
	f.	Made notes as information was being given		
	g.	Wrote legibly		
	h.	Politely asked caller to repeat information not clearly understood		
	i.	Verified accuracy of spelling, phone numbers, dates, and figures		
	j.	Used pleasant voice		
	k.	Was courteous		
Situation 4:	a.	Answered phone promptly		
	b.	Identified firm and self		
	c.	Explained situation		
	d.	Offered caller choice of waiting or being called back		
	e.	Depressed "Hold Button" during interruption		
	f.	Politely attracted attention when resuming the call		
	g.	Expressed regret for delay while finding information		
	h.	Used pleasant voice		
	i.	Was courteous		
Situation 5:	a.	Answered phone promptly		
	b.	Identified form and self		
	c.	Explained situation		
	d.	Explained that he would transfer the call		
	e.	Stated the correct person's name and extension number		

		YES	NO
	f. Signaled PBX operator by depressing plunger slowly twice		
	g. Asked operator to transfer call to desired extension		
	h. Hung up quietly after operator had acknowledged request		
Situation 6:	a. Planned the call appropriately		
	(1) Wrote down all necessary information		
	(a) Purpose of call		
	(b) Name and number of airline to be reached		
	(c) Approximate time of flight desired		
	(d) Questions on cost and scheduling of flight		
	(e) Checked time zone differences in Washington, D.C.		
	(2) Gathered necessary materials		
	(a) Pad and pencil		
	(b) Calendar		
	(c) Conference schedule		
	(d) Notes with needed information		
	(3) Determined best time to call		
	(4) Located nearest airport to determine type of call to be made (local or long distance)		

	YES	NO
b. Dialed call correctly		
(1) Listened for dial tone before dialing		
(2) Used index finger to dial		
(3) Let dial return to its normal position by itself		
(4) Dialed correct numbers		
c. Conversed adequately		
(1) Spoke directly into mouthpiece		
(2) Used normal tone		
(3) Spoke distinctly and clearly		
(4) Spoke at normal rate		
(5) Asked for proper extension		
(6) Identified self and company when correct extension was reached		
(7) Stated reason for call and provided necessary information		
(8) Asked tactfully for information not given; made necessary arrangements		
(9) Expressed appreciation for help		
(10) Pleasantly closed conversation; hung up quietly		

Rating: If you did not answer "Yes" to each question above, your telephone communications are not up to business standards.

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

ASSIGNMENT SHEET #2--USE THE TELEPHONE DIRECTORY

Directions: Using the local telephone directory, locate and list the correct number or information for each item below.

1. Police ________________

2. Directory Assistance (local) _________________

3. List the hours long distance rates are lowest if you dial direct _______________________________

4. List the area code for any five of the following cities.

   a. Los Angeles, California ____________________
   b. Denver, Colorado ____________________________
   c. New Orleans, Louisiana ______________________
   d. Syracuse, New York __________________________
   e. Duluth, Minnesota ___________________________
   f. Columbus, Ohio ______________________________
   g. Austin, Texas _______________________________
   h. Spokane, Washington _________________________
   i. Madison, Wisconsin __________________________
   j. Gary, Indiana _______________________________

5. List the name and number (or numbers) of the first indented reference in the alphabetical pages.

   ____

6. List the name and number of one business that is listed under both the yellow pages and the alphabetical pages.

   ____

7. List the name and number of one business found under any five of the classifications listed below:

   a. Architects ______________________________

   b. Automobile Parts and Supplies (new or used) ___

   ____

   c. Beauty Salons ______________________________

   d. Building Contractors ______________________________

   e. Doughnuts ______________________________

   f. Farm Equipment ______________________________

   g. Office Supplies ______________________________

   h. Oil Marketers ______________________________

   i. Optometrists ______________________________

   j. Restaurants ______________________________

8. List the telephone numbers for any three of the following located in your community.

   a. A hospital or health clinic ______________________________

   b. A high school ______________________________

   c. Dog pound ______________________________

   d. Public Works Department ______________________________

   e. F.B.I. (Use nearest location if not in local community.) ______________________________

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Evaluated to the satisfaction of the instructor.

Assignment Sheet #2

Evaluated to the satisfaction of the instructor.

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

UNIT TEST

1. Define the following terms:
   a. Classifications
   b. Trademark headings
   c. Cross references
   d. Area code
   e. Reference listings
   f. Conversing
   g. Indented listings
2. Write a paragraph discussing "telephone personality".

3. Name four qualities of a good telephone personality.

   a.

   b.

   c.

   d.

4. Circle the letter preceding each item below that contributes to the success of business calls.

   a. Using person's name as seldom as possible

   b. Using louder than normal conversational tone

   c. Varying tone quality

   d. Speaking more slowly than normal

   e. Asking appropriate questions

   f. Using short, simple, descriptive words

   g. Using slang expressions

   h. Using expressions of courtesy

5. List five ways telephone courtesy is expressed.

   a.

   b.

   c.

   d.

   e.

6. Name three basic purposes of most business calls.

   a.

   b.

   c.

7. Place a " ✓ " in the blank preceding each item that is an example of appropriate procedure for planning and placing a business call.

_____a. Making notes on points to be covered

_____b. Getting a calendar to refer to during the call

_____c. Getting a shorthand notebook to refer to during the call

_____d. Disregarding differences in time zones for long distance calls

_____e. Using the letter "l" for the numeral "one" or the letter "O" for the numeral "zero"

_____f. Holding the transmitter or mouthpiece away from the mouth

_____g. Asking tactfully for information not volunteered

_____h. Hanging up immediately if you reach a wrong number

_____i. Tactfully directing conversation to a close after purpose has been achieved

8. Place a "✓" in the blank preceding each item that is an example of appropriate procedure for answering and handling a business call.

_____a. Transferring the call when caller's request can be handled more appropriately by another person

_____b. Signaling the PBX operator to transfer a call by depressing the plunger several times rapidly

_____c. Requesting caller's permission before transfering a call

_____d. Offering caller a choice of waiting or being called back if interrupted

_____e. Leaving the line open during an interruption

_____f. Taking mental notes of messages being given

_____g. Asking politely to have information repeated if you are not certain that it has been correctly understood _____h. Offering to assist if person being called is not available

9. List three purposes of the telephone directory

   a.

   b.

   c.

10. Discuss the organization of the telephone directory including examples of the types of information found under the three main sections.

11. Name four types of telephone equipment in common use.

   a.

   b.

   c.

   d.

12. Demonstrate the ability to:

   a. Role-play proper use of the telephone in a given situation.

   b. Use the telephone directory to find given information.

UNIT X-F

MAKING AND RECEIVING TELEPHONE CALLS

ANSWERS TO UNIT TEST

1. a. Classifications--The descriptive headings in the yellow pages under which different types of businesses may be found (eg. physicians, lawyers, architects)

   b. Trademark headings--The headings that list dealers and distributors under specific brand-name products

   c. Cross references--The referral notes which provide other headings under which listings may be located

   d. Area code--A three-digit number which designates the section of the country being called

   e. Reference listings--The listings which indicate other spellings or titles under which a person or firm might be located within the directory

   f. Conversing--The act of engaging in conversation with another individual

   g. Indented listings--The listings which indicate an additional number or numbers where a party may be reached after business hours

2. This should be answered to the satisfaction of the individual instructor using the following as a guide.

   (NOTE: What you say and how you say it determine the mental image formed by those you come in contact with by phone.)

   a. Impression of personality is made through hearing only

   b. Interpretation is based on what is said and TONE of voice

   c. Voice and mode of expression have greater impact without physical distractions

   d. Notes and reference material are easily used to aid the discussion

   e. Degree of understanding must be determined through verifying information

3. Any four of the following:
   a. Pleasantness
   b. Friendliness
   c. Interest
   d. Sincerity
   e. Helpfulness

4. c.
   e.
   f.
   h.

5. Any five of the following:
   a. Answering the call pleasantly and promptly
   b. Using proper identification
   c. Clearly stating the purpose of the call
   d. Making inquiries tactfully
   e. Offering assistance and volunteering information
   f. Using such phrases as "please" and "thank you"
   g. Giving undivided attention to the conversation
   h. Giving the reason and asking permission when leaving the phone
   i. Getting the person's attention politely when returning to the line
   j. Avoiding unnecessarily long conversations
   k. Concluding the call properly and replacing the receiver gently

6. a. To give information or directions

b. To obtain information or directions

c. To persuade someone to do something

7. ✓ a.
   ____ b.

7. _✓_ a.
_✓_ b.
____ c.
____ d.
____ e.
____ f.
_✓_ g.
____ h.
_✓_ i.

8. _✓_ a.
____ b.
_✓_ c.
____ d.
____ e.
____ f.
_✓_ g.
_✓_ h.

9. Any three of the following:

a. To provide lists of those who have telephones, their telephone numbers, and addresses

b. To aid in locating certain types of businesses

c. To provide useful information about the locality

d. To serve as a source of checking the spelling of names

e. To serve as a guide to the use of telephone service

10. This should be answered to the satisfaction of the individual instructor but should include examples of the types of information found under the following sections:

    a. Introductory pages

    b. Alphabetical pages

    c. Yellow pages

11. Any four of the following:

    a. Key telephone systems

        1. Pus button telephone

        2. Call director

    b. Telephone switchboard (PBX)

    c. Teletypewriter service

    d. Speaker phone

    e. Automatic dialers

    f. Data-phone service

    g. Touch-tone service

    h. Mobile telephone service

12. Evaluated to the satisfaction of the instructor.